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ABSTRACT

Intended both for teachers and for use in preservice programs in teacher education on the college and university level, this language arts curriculum for the elementary school is designed to enable teachers to develop objectives, learning experiences, and evaluation procedures which will provide for individual differences in the class setting, thus helping each learner to achieve optimally in the language arts. Chapters are as follows: (1) Objectives and the Learner; (2) Linguistics and the Language Arts Curriculum; (3) Reading and the Language Arts; (4) Poetry in the Elementary School; (5) Speaking Activities and the Pupil; (6) Vocabulary Development and the Pupil; (7) Handwriting and the Pupil; (8) Listening and the Pupil; (9) Spelling in the Curriculum; (10) Grouping Pupils for Instruction; (11) The Literature Curriculum; and (12) Evaluation of Achievement in Language Arts. Selected references follow each chapter. (SR)

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LANGUAGE ARTS CURRICULUM
IN THE ELEMENTARY SCHOOL

by

Marlow Ediger

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PREFACE

Language Arts Curriculum in the Elementary School has been written for teachers teaching presently as well as for prospective teachers in preservice programs of teacher education on the college and university level.

As a result of comprehending the contents in Language Arts Curriculum in the Elementary School, hopefully preservice prospective teachers and inservice professional teachers will develop objectives, learning experiences, and evaluation procedures which will provide for individual differences in the class setting. Thus, each learner may achieve optimally in the language arts.

Marlow Ediger

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CHAPTER ONE

OBJECTIVES AND THE LEARNER

Teachers, principals, and supervisors need to determine the kinds of learners being taught in the school/class setting. Are pupils by nature good, bad, or neutral? Concepts held pertaining to each pupil assist in determining objectives, learning activities, and evaluation techniques. An educator can observe teaching-learning situations in any classroom and notice concepts held by the teacher pertaining to any one learner.

The Learner as an Evil Individual

The Puritans established Massachusetts Bay colony in 1630. Seemingly, the Puritans had the best established system of education in the New World. They believed that individuals were born evil or sinful. A leading objective for Puritan pupils to achieve was knowledge of God or eternal life. Achieving this end would assist pupils in moving away from evilness and toward the Good. To achieve desired objectives, selected learning activities need to be provided to pupils. Among other activities, Puritan pupils experienced the Horn Book. The Horn Book contained one page attached to what basically looked like a wooden ping-pong paddle. The upper and lower case letters of the alphabet in manuscript style, the Benediction, and the Lord's prayer were contained in the Horn Book.

In 1690 the New England Primer was introduced into Colonial Puritan schools. The New England Primer was more comprehensive in religious and

secular content as compared to the Horn Book. Parts contained in the New England Primer were the following:

1. the shorter Westminster Catechism containing a series of questions and answers, which Puritans believed were essential religious beliefs.

2. the names of the books of the Old and New Testaments.

3. the Lord's Prayer and the Apostles' Creed.

4. the illustrated alphabet containing religious and moral admonitions, e.g., a picture of Adam and Eve in the garden of Eden. - pupils memorizing and reading "In Adam's fall, we sinned all." For the letter "d," a picture of a dog biting a thief - pupils ultimately learned to read "a dog will bite a thief at night." These learnings, among others, eventually led pupils in learning to read from the Bible.

In addition to learning about God to help the pupil move away from being an evil individual, Puritan teachers generally utilized physical punishment to admonish learners. Spanking, slapping, kneeling on dried beans, and whipping posts were methods used to motivate pupils. Hopefully, the child would then become a good individual. There are still vestiges in classrooms today where teachers emphasize pupils as being bad human beings. The badness then needs to be driven out of pupils.

Joseph Lancaster in 1805 introduced the Lancastrian Monitorial System of Instruction into the United States. Lancaster believed that any reasonably intelligent person could manage a monitorial school. The head person in a monitorial school called a master teacher might be in charge of 1,000 pupils in one large building with no partitions to divide the diverse levels of achievement into classroom settings. The master teacher before the school day began instructed monitors who in turn would each teach a

benchful of pupils. Approximately, ten learners sat on each bench with no backs. Textbooks were not used in the school setting. Rather, large charts along the walls contained that which pupils were to learn. In military precision, a benchful of boys marched in front of a chart; the monitor taught these pupils what was perceived to be relevant content. Sequential groups of boys from other benches would also be taught by their respective monitors from these charts.

The reading curriculum contained highly sequenced levels of achievement.

Class I, pupils memorized the individual letters of the alphabet.

Class II, syllables of two letters were read.

Class III, syllables of three letters were mastered.

Class IV, words and syllables of four letters were memorized.

Class V, pupils learned to read words of five and six letters.

Class VI, pupils read from the Old or New Testaments.

Class VII, the reading curriculum consisted of books to assist pupils to improve their minds.

In the Lancastrian Monitorial School, pupils on an individual basis could be promoted to the next higher class level if judged ready to do so by the involved monitor. Inexpensive methods of educating pupils was definitely in evidence in the Monitorial Schools. Pupils wrote on slates using chalk as well as in sand instead of on paper. Charts on walls contained items for pupils to learn rather than the utilization of textbooks. Monitors received a free education from the master teacher but initially received no pay. Later on, Monitorial training schools were organized to educate monitors; some money was then received by monitors for their services.

Joseph Lancaster believed that individuals were born as evil beings. He recommended that embarrassing of pupils for misbehavior was more humane than using physical punishment. A pupil with an unwashed face would be forced to wash before the entire student body. A pupil could be placed in a basket, suspended from the ceiling, for misbehavior. Or, several pupils who misbehaved might be yoked together to parade in front of other pupils in the school building. In a large city for its day, there could be as many as one thousand onlookers. Embarrassing pupils, according to Lancaster, was a means of driving evilness out of pupils. It was also a method utilized to motivate pupils to achieve at a higher level.

The Learner as a Neutral Individual

Johann Herbart (1776-1841) believed that individuals were born with a mind like a blank sheet. Thus, no content nor innate ideas were present at birth. Whatever happened in the environment imprinted itself on the mind. Herbart then believed it was entirely up to the teacher to furnish right ideas to pupils. Only in this way could any one person become a good individual.

Johann Herbart is credited by many educators for advocating the use of lesson plans in teaching-learning situations. Selected steps were deemed necessary to be written into each lesson plan. First of all, the step of preparation should be emphasized in the daily lesson plan as well as in teaching. Here the teacher reviews with pupils that which the latter had studied previously. If the step of preparation was not emphasized in the instructional arena, the pupil might not be able to recall what had been acquired yesterday or on prior days of teaching.

With the step of preparation, pupils develop clear ideas as to previously developed facts, concepts and generalizations.

The second step of teaching advocated by Herbart was presentation. Here, the teacher presented new learnings to pupils. In the third step of teaching, pupils developed associations. New learnings are related to previously gained content in achieving associations. Pupils can then be assisted in developing generalizations in step four. Ultimately, pupils need to use what has been learned (the step of application).

To develop good individuals, Herbart advocated morality ends being the ultimate aim of education. A study of literature and history, in particular, would assist learners to become moral persons. In history and in literature, there are many noble individuals who can provide right standards of living for readers. Pupils may then pattern their own lives after those in history and literature who lived superb lives.

Herbart believed that whatever exists imprints itself on the mind of each person. A cruel teacher then imprints itself in the mind of the perceiver. Discipline of pupils for misbehavior must not be harsh. Harsh behavior could become a part of a learner if used as means of disciplining pupils. Rather, a logical approach needs to be utilized. If a pupil wastes time in the class setting, the teacher needs to keep track of the amount of time involved in the misbehavior. The teacher then needs to explain to the involved pupil as to what should be done to compensate for the wasted time. During recess time or after school, the pupil needs to complete school work which could have been finished when the involved pupil was not attending to the task at hand.

The Learner as a Good Individual

Frederick Froebel (1782-1852) believed that individuals were born as being good, wholesome persons. Inherent in each individual at birth is the concept of goodness. If an individual is born as a good person, creative endeavors are vital. Thus, that which is within an individual must come to the surface in terms of products, processes, and efforts. Dictating to pupils what to learn (objectives) and the means of learning (activities) was definitely not emphasized by Froebel.

Frederich Froebel had specific materials to use in teaching-learning situations. These included:

1. gifts, such as physical models of lines, planes, and points. Also included in what was known as gifts were cubes, cylinders, and spheres. The larger cube could be taken apart resulting in numerous smaller cubes. Smaller cylinders could be slid out of the original large cylinder. The form and shape of each gift could not be changed by pupils.

2. A second set of teaching-learning materials developed by Frederich Froebel was called occupations. The learner makes changes as to the form/shape of occupation materials. Paper-folding and cutting, clay modeling, making dots of diverse colors, and the stringing of beads were learning activities classified as occupations.

3. A third type of experience recommended by Froebel for kindergarten pupils involved their participation in mother play songs. While being in a circle and singing songs, pupils would creatively dramatize that which was sung. Spontaneous, unique behavior was to be encouraged from learners by the kindergarten teacher.

Which creative products and processes would pupils reveal as a

result of participating in the use of gifts and occupations, as well as in mother play songs?

1. The pupil could add and subtract items Frederich Froebel classified as gifts. Learners might also build model scenes and sights with the utilization of gifts.

2. Pupils individually could creatively develop unique model animals, people, and buildings from clay (an occupation).

3. Novel designs could be cut from folded paper (an occupation).

4. Diverse interpretations could be given to singing experiences classified as mother play songs.

Froebel then believed that infants are born as being good individuals. Thus, the goodness existing within pupils should come forth as novel, unique products and processes. The teacher sets the stage for pupil learning; the goodness within pupils must then blossom forth.

Concluding Statements on the Nature of Pupils

Three distinct points of view have been presented pertaining to concepts of the learner. The pupil may be perceived of having been born as a bad human being. The Puritans in Colonial America had definite goals in mind to change individuals from being bad to being good. Among other means, religious instruction and physical punishment were utilized. Vestiges of physical punishment are still in evidence in schools and in society.

Individuals are also perceived as being neutral in their initial orientation. The environment in degrees then makes or breaks the individual. Physical punishment cannot be used to change behavior since

the act or deed imprints itself on the mind of the learner.

A third perception pertaining to human nature is that innate goodness exists at birth. Since the learner was born as a good individual, unique content from within the pupil needs to be expressed. Freedom from restraint is important when perceiving learners as being inherently good.

Objectives in the Language Arts

Teachers, principals, and supervisors must thoughtfully evaluate and ultimately select quality objectives for pupils to achieve. Pupils in the elementary school need to achieve useful, relevant objectives. Objectives pertain to the kinds of pupils that the school is attempting to develop. Learning activities help pupils to achieve the chosen objectives. The activities need to be meaningful, interesting, purposeful, and provide for individual differences. Ultimately, evaluation must take place to determine if objectives have been achieved by pupils.

General Objectives

General objectives state the kinds of behaviors that are to be developed within learners over a rather long period of time. General objectives can be divided into the following categories: understandings, skills, and attitudes. Understandings objectives pertain to facts, concepts, generalizations, and main ideas that are to be achieved by pupils. The following understandings objectives, as examples, can be stated for pupils to achieve in the language arts:

To develop within pupils an understanding of

1. the structure or patterns of sentences in the English language.
2. diverse kinds of poetry such as couplets, triplets, limericks, haiku, tankas, and free verse.
3. stress, pitch, and juncture as it pertains to the communication of content.
4. how kernal sentences are transformed into the making of new sentences.
5. diverse word recognition techniques to use in identifying new words.
6. different purposes to use in reading to comprehend content.

Skills pertain to doing or performing in terms of what is stated in the general objective. The following, as examples, may be important skills for learners to achieve:

1. to read content in a meaningful way.
2. to utilize legible handwriting in functional writing situations.
3. to use correct spelling when communicating content in writing.
4. to utilize proper punctuation, capitalization, and usage in functional writing situations.
5. to present ideas effectively in the oral use of language.
6. to read for a variety of purposes in comprehending content.
7. to utilize appropriate word recognition techniques to unlock new words.
8. to comprehend content effectively in situations involving listening.
9. to listen to subject matter for a variety of purposes.

10. to evaluate effectively one's own achievement in the language arts.

Attitudinal objectives are very important for pupils to achieve. Achieving proper attitudes influences the attainment of understandings and skills objectives. Positive attitudes toward learning then assist in attaining understandings and skills objectives. The following, among others, might be important attitudinal objectives for pupils to achieve:

1. appreciating creative efforts on the part of individuals.
2. wanting to understand patterns of sentences in the English language.
3. appreciating how sentences can be transformed from kernal sentences to other kinds and types of sentences.
4. developing an inward desire to write creatively.
5. wanting to listen attentively to the contributions of others.
6. having a desire to write for a variety of purposes.
7. wanting to evaluate one's own achievement in the language arts.
8. appreciating how the English language has developed and changed in time and place.
9. wanting to read selected library books during leisure time.
10. desiring to learn appropriate techniques for identifying and recognizing new words.
11. wanting to read for a variety of purposes.
12. wanting to express content clearly in the use of oral language.

Specific Objectives

Selected teachers, principals, and supervisors may wish to have

objectives stated precisely for learners to achieve. How specific objectives should be stated is an issue. Objectives can be written so precisely that little leeway exists for interpretation in terms of what will be taught. Notice the following specific objectives which have no leeway in interpreting what will be taught:

1. The pupil will list in writing the names of at least five parts of speech.
2. The pupil will write a haiku poem.

In the first objective, pupils merely recall names of different parts of speech such as noun, verb, adjective, preposition, interjection, conjunction, adverb and pronoun. There is no leeway as to what will be taught when viewing objective number one. Pupils, of course, should engage in learning that which requires a higher level of thinking than merely recalling content, such as parts of speech in the English language. The second objective requires a higher level of thinking as compared to objective number one. Pupils individually or in a committee may then creatively write a haiku poem. By definition, a haiku should possess five, seven, and five syllables for each sequential line of the poem.

Selected educators have frowned at the thought of having objectives emphasizing the recall level of information only, in teaching-learning situations. Thus, educational objectives also need to stress the importance of critical thinking, creative thinking, and problem solving. The following objectives emphasize the importance of higher levels of thinking:

1. The pupil will write a limerick using a title of his/her own choosing.
2. The pupil will select a title and write a tall tale.

Affective objectives are very important to stress in teaching-learning situations. Positive attitudes on the part of learners aid in overall achievement in learning. To guide learners in attaining attitudinal objectives, the following principles of learning must be followed in the school setting:

1. Pupils must be ready to achieve new learnings.
2. Learners should be fascinated with ongoing learning experiences.
3. Learnings need to be sequential from the child's own unique point of view.
4. Pupils should enjoy ongoing learning activities.
5. Each child needs to experience success in learning.
6. Pupils should be guided in diagnosing personal difficulties in learning.
7. Learners need guidance to assess their own progress in learning.

The following are examples of specific affective goals for pupils to achieve:

1. The pupil will voluntarily select and read a library book as well as tell the story sequentially in his/her own words.
2. The pupil will volunteer to participate actively in a discussion pertaining to a library book of his own choosing.
3. The pupil will voluntarily write a poem. (The learner will select the title as well as the kind of poem to write.)

It is important for pupils to achieve objectives which emphasize psychomotor domain objectives. Thus, there is a balance between cognitive and attitudinal objectives as well as those requiring physical movement. The following specific objectives may be written for pupils to achieve involving the use of neuromuscular skills:

1. The pupil will pantomime a story or library book of his/her own choosing.
2. The learner will participate in a creative dramatics activity relating directly to subject matter of his/her own choosing.

It is important to emphasize balance between and among objectives that pupils are to achieve. Thus, cognitive, affective and psychomotor objectives need adequate emphasis in the curriculum. This does not mean that an even number of each category of objectives will be emphasized. Based on rational thought in the selecting of objectives, pupils should achieve an adequate number of cognitive, affective, and psychomotor goals.

Criteria for Selecting Objectives

Teachers, supervisors and principals must select significant objectives for pupils to achieve. There must be a rational balance among understandings, skills, and attitudinal objectives. Or, using a different classification scheme, balance in objectives should be in evidence pertaining to cognitive, affective, and psychomotor objectives. Objectives should be emphasized in teaching and learning which pupils can achieve. It is important that adequate data be obtained on learners individually if stated objectives have or have not been achieved. Pupils need to be evaluated on all facets of development. Thus, pupils would be assessed in intellectual, social, physical, and emotional development. There should be a broad base of participation in determining objectives for pupils to achieve. Teachers, principals, supervisors, parents, and children should be actively involved in determining these ends. Questions that may be asked pertaining to determining which objectives pupils are to achieve might include the

following:

1. Are these objectives significant for learners to attain?
2. Would pupils be interested in achieving these objectives?
3. Is proper sequence in learning involved when achieving the desired objectives?
4. Would learners be motivated in achieving the desired goals?
5. Is readiness for learning in evidence on the part of pupils in achieving the desired objectives?
6. Would pupils feel that the stated objectives are relevant?
7. Do the stated objectives emphasize the importance of pupils becoming democratic individuals?

It is important to select carefully those objectives which pupils are to achieve.

Questions to Consider

1. Consult several curriculum guides containing sections on the teaching of language arts.
   (a) Which objectives are stated most frequently for pupils to achieve?
   (b) Which objectives emphasize creative endeavors on the part of pupils?
   (c) Do you think that the objectives overly emphasize conformity behavior on the part of pupils? Why?
2. Select several college and university level textbooks on the teaching of elementary school language arts; read relevant chapters on objectives for pupils to achieve.
   (a) Is creative behavior on the part of pupils emphasized in these

objectives?

(b) Are the objectives written specifically enough to determine if these goals have been achieved ultimately by pupils?

3. In your own thinking, which objectives in the language arts are of utmost importance for learners to achieve?

(a) What means should be utilized in achieving these objectives?

(b) How can it be determined if these goals have been successfully achieved by students?

4. In observing pupils in society, which objectives, do you think, should teachers emphasize in teaching-learning situations?

5. How can the home situation help pupils to develop more proficiency in each of the following?

(a) listening (b) speaking (c) reading (d) writing

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CHAPTER TWO

LINGUISTICS AND THE LANGUAGE ARTS CURRICULUM

The contributions of linguists in the language arts curriculum have been numerous. Through these contributions, a modified curriculum has resulted. Teachers of language arts need to be thoroughly versed in content and methodology recommendations made by linguists. The language arts has changed much due to input from linguists in the curriculum. Petty, Petty, and Becking[1] write the following pertaining to structural grammar, a linguistic means of studying language:

> Structural grammar is the product of linguists' scientific study of the way we speak. Structural grammar does not prescribe what is "correct" but simply reports the language as it exists, including its growth and changes. In structural grammar the ways words are put together into utterances have been categorized, and from this categorization certain principles and patterns of the language system have emerged. One difficulty with this grammar is the problem of determining how people actually do speak, a matter that is basic to the categorization that produces the patterns. Not everyone speaks the same way; that is, there are social and regional differences in usage and pronunciation. Then there is the problem of completeness. How large a sample of language must be examined to determine whether or not all possible patterns and principles of the system have been discovered? Of course, both of these weaknesses are of no greater importance to structural grammar than to any other, except that since the basis of this grammar is its scientific determination, they introduce some limitations to generalizing about the completeness of its patterns as a description of the language system.

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[1]Walter T. Petty, et al. Experiences in Language, Second Edition. Boston: Allyn and Bacon, Inc., 1976, page 53.

Structural Grammar

Selected pupils enter the school setting speaking the English language rather proficiently. They generally have little or no knowledge of sentence patterns and yet effective communication on their developmental level is definitely in evidence. A rich learning environment must continually be provided so that learners may enrich their speaking and listening vocabularies to develop further skills in the oral use of language.

Pupils in the school setting need to understand and appreciate how the English language operates. As learners progress through sequential school years, they should experience continuous success in achieving relevant objectives in the language arts curriculum.

The teacher on the present achievement level of each pupil must provide stimulating learning activities to motivate learners in understanding structure and patterns in the English language. The easiest sentence pattern for most learners to understand generally is the noun-verb or subject-predicate pattern. The teacher can select a subject-predicate sentence pattern from an experience chart developed by pupils with teacher guidance. The teacher may also ask pupils to give a sentence of two words pertaining to a picture on the bulletin board or objects at a learning center. Contributions made by pupils must be respected. As an additional approach to use in having pupils understand sentence patterns, the teacher could write two words on the chalkboard resulting in a subject-predicate sentence.

Tiedt and Tiedt[2] write the following involving pupils studying sentence patterns:

> The sentence merits considerable attention in the study of language and in developing composition skills. It is through study of the sentence that students can be made aware of grammar, for there is little justification in teaching grammar as an isolated subject. Grammar is not just a set of terms and rules to be learned; it is a study of the relationships of words and groups of words in the context of a sentence. These ideas should be taught, therefore, as students learn to write, to manipulate words and phrases, to create interesting, varied sentences. Structural linguistics introduced the concept of the sentence pattern, of which there are many. In the elementary school, however, we might concentrate on working with five basic patterns. After introducing one pattern--for example, the simplest of all, Noun-Verb--let the students play with the pattern as they modify it in many ways. At any time, of course, they can still identify the basic pattern. Challenge class members to create a long sentence beginning with only two words, perhaps: Horses run. Compare the results.

The following illustrates the noun-verb or subject-predicate sentence pattern.

1. Lions roar.
2. Birds fly.
3. Boys walk.
4. Girls swim.
5. Babies cry.

In each of these sentences pupils may provide words which replace the verb or predicate. Learners need to be actively involved in presenting these words. Thus, the teacher might ask, "What else do lions do?" Pupils may respond with the following: "walk," "run," "jump," "eat" and "sleep." Pupils may then be guided to notice that the sentence pattern stays the

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[2]Iris M. Tiedt and Sidney W. Tiedt. Contemporary English in the Elementary School, Second Edition. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1975, page 41.

same; however, other words have been utilized in place of the original verb or predicate.

In sequence, the teacher could have pupils think of words to replace the noun or subject of the sentence. In the sentence "Lions roar," what other animals might take the place of the word "lions"? Pupils may respond with words such as "tigers," "giraffes," "dogs," and "wildcats." Pupils must have ample concrete and semi-concrete experiences when participating in ongoing learning activities, such as in viewing models and pictures of animals.

A second sentence pattern, not necessarily in sequence taught to pupils, might pertain to pupils developing understandings of the noun-verb-noun or subject-predicate-direct object pattern.

1. John threw the baseball.
2. Ralph held the bat.
3. Sally met her friends.
4. Nancy bought a doll.

In each of these sentences, pupils may present a word which takes the place of the subject, the predicate, or the direct object. The concepts of "subject," "predicate," and "direct object" may be used by the teacher when referring to specific words in a sentence; however, pupils definitely should not be forced to use these terms when oral or written communication is being utilized. Generally, pupils will attach meaning to and use these concepts in speaking and writing at the appropriate developmental level.

A third sentence pattern to be studied by pupils would pertain to the noun-linking verb-adjective or subject-linking verb-predicate adjective pattern.

1. The house looked beautiful.

2. The vase was decorative.

3. The owl was brown.

4. The candy was delicious.

Each of these sentences has a subject, such as the word "house" in sentence one and "vase" in sentence two. The words "house" and "vase" in sentences one and two are nouns. Whey are these words nouns? They can be changed from singular to plural or plural to singular in context. "House" is singular, while "houses" is plural. "Vase" is singular, while "vases" is plural. The word "looked" in sentence one and the word "was" in sentence two are linking verbs. Why are these words verbs? Verbs are words which can be changed from past tense to present tense and present tense to past tense, in context. Thus, the word "looked" pertains to a completed action and indicates past tense; however, the word "look" indicates present tense. The word "was" is in past tense; however, the word "is" is in present tense.

Interesting learning experiences can be provided whereby understandings may be developed by pupils in a meaningful way pertaining to the following concepts: "singular" and "plural," "present tense" and "past tense." For example, the teacher might have one boy walk across the front of the room. Other pupils could give a sentence such as the following pertaining to the dramatization: The boy walks. Next, the teacher may call for a second boy to come to the front of the room and join in the same act. The resulting sentence to describe the dramatization reads as follows: The boys walk. In learning experiences such as these, pupils may realize in a concrete, meaningful way the concepts of "singular" and "plural."

Again, the boy (or boys) could walk across the room and viewers give

the following sentence: The boy walks (present tense). Once the act has been completed, the resulting sentence might be the following: The boy walked (past tense). Thus, with a variety of concrete learning experiences, pupils may develop understandings pertaining to "present tense" and "past tense." The sentence patterns used in illustrating concepts pertaining to nouns and verbs pertain to the subject-predicate or noun-verb pattern.

A fourth sentence pattern for pupils to attach meaning is the noun-linking verb-noun or subject-predicate-predicate nominative pattern.

1. John was a coach.
2. Bill is an umpire.
3. The man is a grocer.
4. Sally is a singer.

In each of these sentences, the predicate nominative equals the subject of the sentence joined by a linking verb. In sentence one, John equals coach. In sentence two, Bill equals umpire while man equals grocer in sentence three. Sally equals singer in sentence four. Notice that a linking verb joins the predicative nominative to the subject of the sentence.

A fifth pattern of sentence involves pupils inductively developing understandings of the subject-predicate-indirect object-direct object or noun-verb-noun-noun pattern. The following would be examples of this sentence pattern:

1. John gave Jerry a gift.
2. George presented Alice a present.
3. Mark wrote Jim a note.

Pupils at Christmas time and at the time birthdays are celebrated frequently use the subject-predicate-indirect object-direct object sentence pattern. For example, at Christmas time, a child may say the following:

"Daddy gave me a bicycle." Or, when a child's birthday is being celebrated, the involved pupil may say, "Mother gave me a basketball."

Sentence patterns that pupils acquire should meet the following criteria:

1. Responses should come from pupils.
2. Learning by discovery is to be encouraged.
3. Pupils need to relate sentence patterns to their own unique background of experiences.
4. Learners must attach meaning to sentence patterns.
5. A variety of methods should be utilized in helping learners attach meaning to diverse patterns of sentences.
6. Learning activities should be interesting to pupils.
7. Provision must be made for individual differences; not all learners in a class achieve at the same level of achievement. In which facets of instruction might a teacher provide for individual differences? Disick[3] writes:

> Briefly, individualized instruction is an approach to teaching and learning that offers choices in four areas: objectives of learning, rate of learning, method (or style) of learning, and content of learning. The extent to which choices are offered determines the degree of individualization in a particular program. If a wide variety of choices exists in all four dimensions, then the program may be considered fully realized. Programs that provide fewer areas open to choice may be called uni- or multidimensional. Within this broad category, the type of individualization carried on may be further specified. Programs featuring selection of course objectives are known as "independent study"; those emphasizing variations in learning rates are known as "continuous progress" or "flexibly paced"; those stressing a variety of learning methods or styles are considered "multimedia"; and those offering mainly

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[3]Renee S. Disick. Individualizing Language Instruction. New York: Harcourt Brace and Jovanovich, Inc., 1975, page 5.

a choice of content are labeled "mini-courses." Naturally, two or more dimensions may be combined in one program of instruction. One such combination would be continuous progress-multimedia, for example.

Expanding Sentences

Sentences are short, choppy, and lack thorough description if the concept of expansion is not utilized in writing situations. The following structural patterns lack expansion:

1. Boys run. (Subject-predicate or noun-verb pattern.)
2. Abe caught the ball. (Subject-predicate-direct object or noun-verb-noun pattern.)
3. The orange was delicious. (Subject-linking verb-predicate adjective or noun-linking verb-predicate adjective pattern.)
4. Curt is an auctioneer. (Subject-linking verb-predicate nominative or noun-linking verb-noun pattern.)
5. Bill gave John a top. (Subject-predicate-indirect object-direct object or noun-verb-noun-noun pattern.)

Each of the above sentences is complete and recommendable in speaking and writing. However, clarity in writing in many situations indicates the need for expanding each of the sentences. In the first sentence above (Boys run), pupils might be asked to tell more about the boys. For example, what kind of boys were these? The following examples are given as possible learner responses:

1. <u>Tall</u> boys run.
2. <u>Small</u> boys run.
3. <u>Tall</u> boys <u>with blue coats</u> run.
4. <u>Small</u> boys <u>in the yard</u> run.

Next, pupils may expand the predicate part of the sentence. For example, how did the boys run?

1. Boys run slowly.
2. Boys run very rapidly.
3. Boys run with great speed.

A further question can be asked of pupils pertaining to where boys run. Pupils may give responses such as the following:

1. Boys run in the yard.
2. Boys run here.
3. Boys run around the building.

In the sentences above, pupils might think of their own personal experiences in terms of where they have run. Learners may also think of "when" boys run. Examples include the following:

1. Boys run today.
2. Boys run in the morning.
3. Boys run at noon.

Pupils with teacher guidance should have numerous opportunities to expand sentences using modifiers for the subject and/or predicate parts of sentences:

Learners inductively may also expand sentences through the use of appositives. Compare the first sentence with the second sentence.

1. Mr. Jones lives on Line Street.
2. Mr. Jones, our teacher, lives on Line Street.

In the first sentence, the subject-predicate pattern is in evidence. "Mr. Jones" is the subject while "lives" is the predicate. The words "on Line Street" involve the use of a prepositional phrase used as an adverb. These words tell where Mr. Jones lives. In the second sentence, the words, "our teacher," are

another name for Mr. Jones. Thus, an appositive has been added.

Dependent clauses may also be utilized to expand sentences. Notice the following two sentences:

1. John likes to swim.
2. John sleeps much.

These two sentences may be written as one sentence, thus eliminating short, choppy statements in writing:

Although John sleeps much, he likes to swim.

In this sentence the dependent clause is "Although John sleeps much." "John" is the subject and "sleeps" is the predicate. The dependent clause does not stand by itself but makes sense when it is related to the independent clause. The independent clause is "he likes to swim." The word "he" is the subject and "likes" is the predicate. Thus, sentences can be expanded through the use of dependent clauses. The dependent clauses are underlined in the following sentences.

1. If Jim can earn enough money, he will buy a new basketball.
2. The boy who works in the grocery store is our neighbor.
3. The dog that wore a new collar is my pet.

Pupils will realize that dependent clauses generally do not make sense by themselves. The dependent clauses add meaning to an independent clause. Pupils should have ample experience in expanding any sentence pattern through the use of dependent clauses.

Pupils also need to have ample experiences when readiness for learning is in evidence pertaining to expanding sentences through compounding. Notice the following sentences.

1. Sally sings.
2. Sally dances.

These sentences follow the subject-predicate pattern. Monotonous writing is in evidence if all written work consisted of short sentences. The two sentences may be rewritten by compounding the predicate part: Sally sings and dances. Two sentences may also be rewritten by compounding the subject:

1. Jim played baseball.
2. Owen played baseball.
3. Jim and Owen played baseball.

Sentence numbers one and two above pertain to the subject-predicate-direct object pattern. Sentence number three compounds the subjects of sentences one and two.

Hennings[4] writes the following involving structural linguistics:

> The historical and comparative linguists by relying on analytical techniques were paving the way for the structural linguists of the twentieth century. Using systematic analysis, these linguists have been able to explain the structures through which speakers communicate meaning in English. They have described how meaning is communicated through
>
> 1. intonation--pitch, stress, juncture, or pause;
> 2. sentence patterns--the order of words in sentences;
> 3. function words--words like noun markers, verb markers, phrase markers, clause markers, question markers that communicate relationships among the four major word classes, the nouns, verbs, adjectives, and adverbs;
> 4. inflectional endings like the s through which we form a plural noun and affixes through which we change words from one class to another. For example, govern, a verb, becomes government, a noun, with the addition of the affix ment while courage, a noun, becomes courageous, an adjective, with the addition of the affix -ous.

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[4]Dorothy Grant Hennings. Communication in Action. Chicago: Rand McNally College Publishing Company, 1978, pages 350-351.

Stress, Pitch, and Juncture

Pupils need to become thoroughly familiar with meanings and application of the concepts stress, pitch, and juncture.

When words are pronounced within a sentence, differences in stress occur. Study the following sentence: "Hand me the toys."

If the word "hand" is stressed more than the other words in the sentence, this means that the toys should be handed rather than thrown or tossed. Stressing the word "me" more than the other words in the same sentence indicates that the toys should go to the person who is speaking rather than to any other individual. If the word "toys" is stressed more than any other word in the sentence, the emphasis is upon "toys" rather than a book, pamphlet, or other object.

Pupils should practice speaking using the same sentence in meaningful ways and stress a different selected word each time more than any other word in the same sentence. A tape recorder might be utilized in this learning activity. Pupils may also perceive how a specific sentence changes in meaning when a selected word is stressed more than other words within the sentence. Linguists recognize four degrees of stress. Pupils with teacher guidance should practice using different degrees of stress when communicating ideas orally in speaking experiences.

Pupils should also have ample opportunities to practice using pitch in oral communication of ideas. Linguists recognize four degrees of pitch. Selected words in a sentence may be pitched higher or lower and thus change the meaning of a sentence. In some cases, words will be pitched higher at the end of a sentence when questions are asked. However, not all words are pitched higher at the end of a sentence when questions are asked.

Consider the following sentences:

1. Did you do any reading today?
2. Bill has moved?

In the second sentence, the ending word is pitched higher as compared to the ending word in the first sentence. Pupils with the use of a cassette recorder should practice oral communication involving interrogative sentences. Learners may notice the degree of pitch of ending words in a sentence. Pupils may also notice how other words are pitched within these sentences as well as in imperative, declarative, and exclamatory types of sentences. Attempts should be made in identifying different degrees of pitch of words within sentences.

Much misinterpretation of sentence meaning occurs when juncture is not utilized properly in speaking and writing. Consider the following incorrectly punctuated sentence: At the picnic jello salad ham sandwiches and milk were served. It is difficult to determine how many different kinds of food were served.

The following might be possibilities depending upon pauses in oral communication or commas in written communication within each sentence:

1. At the picnic jello, salad, ham, sandwiches, and milk were served.
2. At the picnic jello salad, ham, sandwiches, and milk were served.
3. At the picnic jello salad, ham sandwiches, and milk were served.

Pupils should practice reading and speaking different sentences where proper placement of commas (or pausing adequately between words) is important. The meaning of a sentence can certainly change depending upon emphasized pauses within a specific sentence. As a further example, pertaining to juncture, consider the following sentences:

1. Leon, my cousin, works in a factory.

2. Leon, my cousin works in a factory.

In the first sentence, the speaker is stating a fact about Leon. In the second sentence, the speaker is speaking directly to Leon. Using the same words in a sentence, meanings can change depending upon printed commas or orally emphasized pauses within a sentence.

Ragan and Shepherd[5] write the following involving language development:

> Just as the language of a child is developed through experiencing, so is the language arts program. The symbols and patterns of language are abstractions applied to the realities of the objects, events, and values experienced by a culture and an individual. Without these applications, the mastery of the skills and tools of language is somewhat like practicing a violin in a vacuum: even if a skill is mastered in abstract, it is inert and valueless until it is activated in a social experience. For example, the skill of diagramming a sentence (for the elementary child) does not conduct into significant changes in the oral or even written language patterns of the child. On the other hand, learning to perceive differences in sounds and patterns does seem to significantly influence the child's oral and written language. Listening and voicing imitations are concrete experiences; diagramming is an abstract experience.
>
> Instruction in language arts must therefore begin with the social maturation and experiences which are already encoded by the learner. From this beginning, additional social maturation and experiencing must be provided as the foundation for the new symbols and patterns to be learned.

Generating New Sentences

Pupils should have meaningful experiences pertaining to how a declarative sentence, for example, can be changed to other kinds of sentences such

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[5] William B. Ragan and Gene D. Shepherd. Modern Elementary Curriculum. New York: Holt, Rinehart and Winston, 1977, page 233.

as an interrogative sentence. First of all, pupils on the appropriate developmental level need to understand and attach meaning to a kernal sentence. A kernal sentence is simple and declarative. A declarative sentence states a fact. The subject of the kernal sentence is the actor, not the receiver of the action. The following are examples of kernal sentences:

1. John plays baseball.
2. Paul works in a store.
3. Josephine eats in the cafeteria.

In each of the above sentences, a fact is stated. Thus, a declarative sentence is in evidence. Also, in each of the sentences, the subject performs the action. That is, in sentence number one, John does the playing. In sentence two, Paul does the working, while in sentence three Josephine does the eating. Each of these sentences may be transformed or changed to a different kind of sentence other than the declarative sentence. In sentence number one which reads, "John plays baseball," the pitch of the ending word may be raised resulting in an interrogative sentence: "John plays baseball?" A few changes may also be made in the original sentence and result in the question: "Does John play baseball?" To change the original declarative sentence to a negative, the following sentence can result: "John does not play baseball." The original declarative sentence might also be rewritten to state a request: "John, please play baseball." A command may result when making the following selected changes: "John, play baseball." Imperative sentences result when requests or commands are in evidence. Very few changes need to be made when changing declarative sentences to the following:

1. Sentences which ask questions.
2. Sentences which issue commands or requests.
3. Sentences which show strong feeling.

In the declarative sentence reading, "John plays baseball," the statement can be transformed to read, "John plays baseball!" The latter sentence reveals strong feeling and states an exclamatory sentence. The same words were used for the declarative and exclamatory sentences. The only difference was in the end punctuation marks. Declarative sentences end with periods while exclamatory sentences end with exclamation points.

Usage and Communication of Ideas

The words a speaker uses when communicating ideas orally or in writing are a matter of choice. Middle class individuals in society, in most cases, demand that standard English be spoken. However, effective communication also takes place with the use of nonstandard English. Contrast the following pairs of sentences.

1. They have completed their work.
   They done their work.
2. I haven't any money.
   I ain't got no money.
3. I ran in a race.
   I ranned in a race.
4. He is going to town.
   He goin to town.

No doubt, effective communication can take place when using either standard or nonstandard English. In selected environments, nonstandard English

is accepted as good and sounds right to its users. In other environments, standard English only, is acceptable. An important item to remember is that the teacher accept all pupils as having much worth if standard or nonstandard English is spoken. Each person is important in a democracy. Respect for others is the heart of democratic thinking. Each pupil must be guided in achieving optimum development.

Teachers in the past felt that pupils using nonstandard English should be corrected on the scene so that standard English alone might be an important end result. Linguists have stated the following for not using this approach:

1. The pupil may come to feel that his/her home environment is inferior since nonstandard English is unacceptable in school.
2. Pupils cannot make rapid changes when switching from nonstandard to standard English in the school and class setting.
3. Negative attitudes are developed toward speaking and writing when teachers criticize the speaking efforts of those who speak nonstandard English.
4. Basically, it does not help most pupils in making desired changes to speaking standard English.

Anderson and Lapp[6] write the following on usage in the language arts:

> Correct public usage is concerned with proper form. The agreement of verb and subject in number and tense, the form of the pronoun in various positions in the sentence, and the word order in sentences are some of the situations that present learning problems of proper form. The child who

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[6]Paul S. Anderson and Diane Lapp, Language Skills in Elementary Education, Third edition. New York: Macmillan Publishing Company, Inc., 1979, page 105.

> says, "I done my work" is using the wrong verb form. Another who says, "Him and me are friends" is using the wrong form of the pronoun. Children use these forms because they hear them at home, on television, and in the playground.
>
> First of all, the teacher will encourage the child to enjoy his private language. He will be accepted, no matter what he says or how he says it. His language is a verbal expression of his thoughts and feelings. If we reject it, we reject him. Furthermore, we reject by implication the family who has taught him to speak and with whom he has strong emotional ties that he needs as he develops as a human being.

Pupils who speak nonstandard English can learn to speak standard English in the following ways:

1. by listening to the teacher who may serve as a model in speaking standard English.
2. by reading library books which utilize standard English in their content.
3. by listening to pupils speak where standard English is used.
4. by listening to tapes and records pertaining to content in relevant units of study where meaningful standard English is used by the speaker.
5. by viewing and listening to content in slides, films, and filmstrips where standard English is used.
6. by listening to presentations by resource personnel who utilize standard English in communicating ideas.

Pupils can learn to speak standard English in school and yet respect, as well as use, nonstandard English in the home environment. Thus, usage in speaking and writing pertains to choices of words and word order that are made in communicating ideas.

Anderson and Lapp[7] write about the following forms that teachers might provide needed assistance to learners involving standard English:

1. A transition from all "baby-talk" and "cute" expressions.
2. The acceptable uses in speech and writing of I, me, him, her, she, they, and them. (Accepted: It's me.")
3. The appropriate uses of is, are, was, were with respect to number and tense.
4. Standard past tenses of common irregular verbs, such as saw, gave, took, brought, stuck.
5. Elimination of the double negative: "We don't have no apples."
6. Elimination of analogical forms: ain't, hisn, hern, ourn, hisself, theirselves, and so on.
7. Appropriate use of possessive pronouns: my, mine, his, hers, theirs, ours.
8. Mastery of the distinction between its (possessive pronoun) and it's (it is, the contraction). (This applies only to written English.)
9. Elimination of this here and that there.
10. Approved use of personal pronouns in compound constructions: as subject (Mary and I), as object (Mary and me), as object of preposition (to Mary and me).
11. Attention to number agreement with the phrases there is, there are, there was, there were.
12. Elimination of he don't, she don't, it don't.
13. Elimination of learn for teach, leave for let.
14. Avoidance of pleonastic subjects: my brother he; my mother she; that fellow he.
15. Sensing the distinction between good as adjective and well as adverb (for example, "He spoke well").

In Summary

It is important for pupils to ultimately understand patterns of sentences in the English language. These sentence patterns include subject-predicate, subject-predicate-direct object, subject-linking verb-

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[7] Ibid., page 107.

predicate adjective, subject-linking verb-predicate nominative, and subject-predicate-indirect object-direct object pattern. Pupils should also attach meaning to the concept of expanding sentences. Sentences may be expanded through the use of modifiers, appositives, dependent clauses, and compounding. It is important for learners to attach meaning to concepts such as stress, pitch, and juncture. Meanings of sentences change when utilizing these concepts.

Learners should be able to change sentences in functional writing and speaking situations from kernal sentences to those involving the asking of questions, the stating of negatives, and the issuing of commands or requests. Pupils with teacher guidance need to understand the concept of usage as it relates to standard and nonstandard English in oral and written communication of content.

Questions to Consider

1. Which approaches, do you think, teachers should use in helping pupils inductively attach meaning to diverse patterns of sentences?
2. How can pupils perceive purpose in developing relevant learnings pertaining to stress, pitch, and juncture?
3. What can the teacher do to guide pupils in writing more clearly through
   (a) expanding diverse sentence patterns?
   (b) transforming sentences?
4. How can the teacher guide each pupil to achieve optimum development in speaking or writing
   (a) if the learner uses nonstandard English?

(b) if the child utilizes standard English?

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CHAPTER THREE

READING AND THE LANGUAGE ARTS

Each pupil should develop optimum proficiency in reading. Reading can be a very enjoyable leisure activity. Individuals enrich themselves by engaging in reading activities. In society, it is important for individuals to do much reading and thus remain informed about problems and issues on the local, state, national, and international levels. Each person may then have additional alternatives from which decisions can be made. A broad base of background knowledge may assist learners to increase their proficiency to make decisions.

Each pupil differs from other children in the class setting in achievement, capacity, interests, and motivation for reading. Thus, the teacher must make provision for individual differences among learners in the reading curriculum.

Experience Charts and Reading

In a reading readiness program for early primary grade children, experience charts may be developed cooperatively by pupils with teacher guidance. The experience chart approach is sound since it is based upon personal experiences of involved pupils. Thus, pupils experience ideas from excursions, filmstrips, films, pictures, slides, or discussions. Following the experience, pupils present content for an experience chart. The teacher in this situation prints the content using neat manuscript letters. Most pupils generally have not developed a writing vocabulary to do the actual writing. After the content has been written in large,

highly legible manuscript letters, pupils read what has been written with teacher guidance. The teacher points to words and phrases as they are being read by pupils. Learners then are reading what they have experienced.

The following assumptions support utilizing experience charts:

1. Pupils are actively involved in experiences which provide content for an experience chart.
2. Learners present ideas for the experience chart.
3. Pupils with teacher help read content pertaining to their very own experiences.
4. Learners may notice how ideas are written down utilizing abstract letters and words.
5. The content in the experience chart is familiar to learners since it relates to their own personal lives.
6. The experience chart method may assist pupils to develop interest in reading.
7. Individualization is inherent in using experience charts since each child has unique experiences. Each child may then present content for a group or individual experience chart.

Learning Centers and Reading

A different approach to individualize instruction in reading pertains to the use of learning centers. One of these centers might well be a reading center. Library books should be on diverse reading levels and on various stimulating topics. Ideally each pupil selects an interesting library book to read on the appropriate reading level. Following the reading of a library book, pupil achievement may be evaluated in several ways.

1. Task cards at the learning center could be written with open-ended questions for pupils to respond to.
2. The teacher and pupil might discuss contents of a library book which the latter has completed reading.
3. The child may choose his/her own approach in revealing comprehension pertaining to content in a library book such as in completing a diorama, a dramatization, a frieze, or a picture.
4. The pupil might share ideas gained from reading a library book within a small group or committee.

Any approach that is used to assess pupil achievement should stimulate learners to do additional reading.

Reading Readiness and Individualized Instruction

There are numerous learning activities which assist pupils in learning to read through a quality reading readiness program. Providing for individual differences is an important concept for teachers to follow when providing learning activities in a reading readiness program.

Background information must be developed within pupils in a quality reading readiness program. Later, pupils will read much content where familiarity with ideas is important. To aid in developing background information, the following learning activities, among others, may be utilized:

1. Discuss pictures with pupils pertaining to ongoing units of study.
2. Show and discuss films, filmstrips, and slides.
3. Have pupils take an excursion and discuss observations made.
4. View and have follow-up activities pertaining to a telecast on educational television.

5. Develop learning centers with appropriate activities to help pupils achieve relevant background information.

For each of the above learning activities, purpose must be developed within pupils prior to participation. The learning activities can provide for individual differences even though learners at selected intervals may be taught in large group instruction. Pupils may then interpret content from audio-visual materials on their own individual present achievement levels. It is best if most of these activities can be used in small group or committee work. Pupils may then have increased opportunities to interact with other learners in discussing acquired facts, concepts, and gerneralizations. The frequency of interaction in a discussion per pupil in small group work is greater than would be true of larger groups or the class as a whole.

In a quality reading readiness program, it is important for learners to experience hearing likenesses and differences in sounds. Thus, for example, a teacher may ask pupils to present words which have the same beginning sound as does the word "bat." Pupils may also be asked to give words which rhyme with "bat." These activities should aid learners to become increasingly proficient in phonetic analysis. Later, in more formalized programs of reading instruction, the use of phonetic analysis will aid in unlocking new words.

In a reading readiness program pupils begin to make associations between symbol and sound. When pupils are reading from an experience chart with teacher guidance, they may well notice specific letters in words and make the proper associations with sounds.

When selected objects are labeled in a class, pupils ultimately will

also make associations between symbols and sounds. If they cannot identify the abstract word, the real object will tell its meaning, such as the labeled abstract word "chair" on a real chair. Pupils learn to identify individual words at different rates of speed. Provision may then be made for individual differences.

Pupils should have ample opportunities to browse through interesting and appealing library books containing quality pictures. Illustrated books have a tendency to provide for individual differences when chosen by pupils. Learners may then interpret illustrations on their own individual achievement level. The teacher also needs to read library books to pupils in a reading readiness program. Thus, pupils may become motivated in wanting to learn to read.

Further learning activities in a reading readiness program might consist of pupils advancing at individual levels of achievement in noticing configuration clues. Experiences in noticing configuration clues must be provided in proper sequence for each learner. Among others, these learning activities may include the following:

1. Pupils make a cross on which word looks different from two other words (man lonely man).
2. Learners place an "X" on which letter appears different from two other letters (h h a).

Gross discriminations need to be made by pupils followed in sequence by those involving finer discriminations. Fine discriminations are involved in which a word or letter looks different in appearance from the remaining words/letters in each of the following sets:

1. house hen house
2. b b l
3. horse hill hill
4. a a b

Hall, et al.[1] write the following involving reading readiness for pupils:

> Observation by sensitive, alert, and informed teachers will be the best source of information about individual children's readiness for a successful start in reading. Teachers who view readiness as an individual matter and as a composite of the many factors discussed previously will be alert to information in all of these areas. Teachers will be assessing readiness while teaching. For example, if children are matching word cards with an experience chart story . . ., their performance will indicate whether they can, in fact, perform the visual discrimination task. Instructional settings will furnish the same information as offered by readiness tests on certain readiness tasks. In addition, the total classroom setting will present opportunities for observation of many factors not represented in the content of the standardized readiness instruments.
>
> As she observes children's responses in the school setting, the teacher evaluates the physical, perceptual, cognitive, linguistic, experiential, and personal adjustment dimensions of readiness. She may notice eagerness or reluctance to participate in discussions and other activities, aggressiveness, gregariousness or shyness, disinterest in or fascination with print and books. Of particular interest to the observant teacher are a child's reactions to activities with print, such as reading names, plans, experience charts, signs, and other printed material in the classroom. As the teacher conducts the instructional program, she observes alertness in learning as well as knowledge of specific tasks such as matching or naming letters.

Basal Readers and the Pupil

Basal readers are used quite frequently in elementary school classrooms. Teachers need to utilize the manual directly related to the basal reader in a creative manner. Too frequently, the manual is utilized rigidly. Suggestions pertaining to objectives, learning

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[1]Mary Ann Hall, et al. Reading and the Elementary School Child, Second Edition. New York: D. Van Nostrand Company, 1979, pages 69 & 70.

activities, and assessment procedures found in manuals of basal readers should be adapted to individual differences in the class setting. The manual can give teachers many excellent suggestions to use in teaching-learning situations. The following criteria are recommended in helping pupils achieve to their optimum when basal readers are utilized:

1. Basal readers should be on the present achievement level of pupils when learning activities are provided.
2. Prior to reading a given selection, pupils should have adequate readiness activities such as:
   (a) gaining adequate background information.
   (b) seeing new words in manuscript print and attaching meaning to these words.
   (c) establishing purposes for reading. The purposes may pertain to questions which require answers from reading a given selection.
3. Following the reading activity, pupils should have appropriate follow-up activities, such as:
   (a) discussing purposes or answers to questions after reading a given selection.
   (b) writing a summary of main ideas read.
   (c) developing an illustration, frieze, mural, or diorama.
   (d) reading additional literature related to the content read.
   (e) selecting stories and books written by the same author.
   (f) reading selected portions orally.
   (g) writing diverse forms of poetry.
   (h) dramatizing selected sections of the content.

(i) developing a related bulletin board display.

Basal readers have been misused by classroom teachers. Certainly, teachers must apply relevant principles of learning in teaching-learning situations involving the use of basal readers. These principles would include:

(a) providing for individual differences.

(b) attaching meaning to what has been learned.

(c) stimulating learners in desiring to learn.

(d) praising pupils for improved performance regardless of past achievement.

(e) diagnosing pupil difficulties and working toward remediation.

(f) having learners achieve at their own optimum unique rates of achievement.

(g) selecting interesting learning activities.

(h) having pupils sense reasons for participating in ongoing learning activities.

(i) providing sequential learnings for learners.

(j) having pupils voice their concerns and interests in selecting reading materials.

(k) maintaining balance among objectives pertaining to learning word recognition techniques, reading for a variety of purposes, and reading for enjoyment.

There are selected procedures which have been used in situations involving the use of basal readers which definitely cannot be recommended. Among others, these include the following:

1. All pupils in a class being on the same page at the same time in a

basal reader.

2. Every learning activity in the manual being utilized in teaching-learning situations for all pupils in the class setting.
3. Pupils rigidly developing learnings pertaining to phonetic analysis and other word recognition techniques when they already are reading proficiently.
4. Teachers emphasizing recall of information largely, when purposes for reading are being pursued on the part of pupils. Higher levels of thinking also need adequate emphasis, e.g., critical thinking, creative thinking, and problem solving.
5. Little emphasis being placed on pupils reading for enjoyment.
6. The same or similar methodology being used rather continuously in teaching reading.
7. Content in basal readers not being correlated or integrated with other curriculum areas in the elementary school.
8. Teachers not diagnosing pupil difficulties in reading adequately and not working toward remediation of problems.
9. Pupils not being taught in terms of using child growth and development characteris tics.
10. Recommended principles of learning not being utilized in teaching-learning situations.
11. A lack of teacher knowledge or enthusiasm in teaching reading.

The teacher of reading needs to engage in self-evaluation to determine which trends in a modern reading curriculum should be emphasized in teaching-learning situations in the class setting.

Karlin[2] writes the following pertaining to diverse series of basal readers:

> Although many basal reading systems offer similar materials as the basis of their comprehensive reading programs, the content and the manner of treatment varies from series to series. For example, some first-year programs provide stricter vocabulary control than others by introducing fewer different words and repeating them more often. There are some basal programs that limit initial vocabulary to words with phonic consistency of the fat-cat or run-jump-bug variety. Some basal reading programs offer initial lessons with a heavy phonics orientation -- stress on teaching the sounds of letters. Others introduce children immediately to meaningful sentences through which letter-sound correspondences are taught. Then there are programs that use meaningful ideas with or without the aid of pictures to promote language and reading development. The sequence and pace for introducing word and comprehension skills also vary from series to series. Workbook exercises may precede or follow the reading of selections. Some series have incorporated some features of the so-called linguistic materials by reducing the amount of letter-sound variance. While some beginning readers focus on the family, others offer social studies and science materials. And of course, the ways in which the teacher's manuals suggest how the selections should be treated and the skills taught vary from series to series. As children move beyond the word recognition stage and develop some competence, however, differences among the programs to which they are exposed narrow. The content and range of reading skills offered becomes more similar, although the emphasis on different skills varies.

Linguistics and Reading

Selected specialists have emphasized the importance of linguistic approaches in guiding learners to achieve in reading. According to one linguistic school of thought in beginning reading instruction, pupils should learn to read words which have rather thorough consistency between symbol and sound. Pupils may then learn to read sentences in which words

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[2] Robert Karlin, Teaching Elementary Reading, Second Edition. New York: Harcourt Brace Jouvanovich, 1975, pages 146 & 147.

follow a specific pattern in pronunciation and spelling. Thus, the teacher might guide pupils in learning to read sentences containing the following words:

man	fan	Dan	pan	tan
ban	can	Nan	ran	van

Or, pupils in beginning reading could learn to read words such as the following in sentences:

bet	net	pet	vet
met	let	set	wet

It is difficult, of course, to write sentences with involved words following a pattern such as in the above named "man" family or "bet" family of words. This approach in the teaching of reading has not been well accepted. However, in the curriculum area of spelling, pupils in many units of study, learn to spell words where patterns are important. Thus, pupils are learning the structure of words such as in the following set where the initial consonant can be changed and a new word results: pat, rat, fat, cat, bat, hat, Nat, and sat.

There are advantages that linguistic approaches in the teaching of reading emphasize. These implications may also hold true for spelling. Among others, the advantages include the following:

1. Pupils can be aided in reading instruction by noticing how selected words pattern rather consistently between symbol and sound.
2. Learners develop understandings pertaining to structure of related words following a general or specific pattern.
3. Pupils may learn to identify new words when thinking of related patterns.
4. Learners develop a positive approach in identifying new words when viewing structure or pattern of words.

Disadvantages in using linguistic approaches in the teaching of reading might be the following:

1. Monotonous reading activities may be experienced by pupils, especially in beginning teaching-learning situations.
2. There might be a lack of relationship in terms of how pupils speak using functional sentences as compared to reading content in beginning reading using selected linguistic approaches.
3. Many words are spelled in an irregular manner in the English language and do not pattern well, such as "my," "sigh," "I," "pie," and "lye." These words contain the long "I" sound.

In using linguistic approaches in the teaching of reading, pupils encounter more of irregularly spelled words as they progress through the elementary school years. There also are irregularly spelled words which follow a pattern, such as "blight," "flight," "might," "plight," "sight," and "night."

Tiedt and Tiedt[3] write the following involving linguistic methods of reading instruction:

> Linguistic scholars have contributed much to our understanding of the English language and its functioning. Among their contributions have been the following concepts:
>
> 1 Language is constantly changing.
> 2 Change is normal.
> 3 English sentences follow specific patterns.
> 4 Word order conveys meaning.
> 5 There are specific phonemes and graphemes for the English language.
> 6 The grammar of a language is its structure.
> 7 Usage is not rigid but relative.

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[3]Iris M. Tiedt and Sidney Tiedt, Contemporary English in the Elementary School, Second Edition. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1975, page 331.

The application of these concepts of language has revolutionized the teaching of language and approaches to composition. It is not surprising that linguists have also attempted to apply linguistic concepts to reading instruction. Thus far, however, the results are disappointing, for the "linguistic" approach, almost solely a phonemic-graphemic presentation, has produced material like this:

had	can	cat	bag
lad	Dan	fat	nag
pad	man	hat	rag
sad	pan	rat	tag

Dan had a bat.
Has Ann a bag?
Ann had a bag.
Nat had a nag.
A fat cat had a rat.
A man had a hat.
Fat had a nap.

The linguist's approach to reading is essentially based on the presentation of words by phonemic and graphemic groups. As in the linguistic approaches to spelling, the child is introduced to a family of words, for example, look, book, cook, took, hook. Those advocating this linguistic approach to beginning reading point out that children can learn groups of words rather than single words. While learning eat, the child might just as well learn beat, heat, meat, neat, seat, and so on.

Specific Objectives and Reading

Selected teachers, supervisors, and administrators advocate the use of specific objectives in the teaching of reading. These objectives are written in a precise manner. It is possible to measure if pupils have achieved specific objectives after instruction. Through observation, as one method of appraisal, the teacher can evaluate if pupils have or have not achieved the desired ends. Specific objectives must be selected carefully, prior to instruction, by those involved in teaching pupils. Thus, relevancy is an important concept to emphasize in selecting specific objectives for pupils to achieve.

The following are examples of specific objectives which pupils may achieve on their own unique achievement level:

1. The pupil will voluntarily read a library book and be able to answer three out of four questions correctly in evaluating comprehension.
2. The learner will pronounce correctly 95% of words encountered in reading a selection from the basal reader.
3. Reading a story of his/her own choosing, the pupil will state the main idea in the selection.
4. Having identified a problem in any curriculum area, the pupil will select five reference sources to gain a relevant solution.
5. The pupil will present at least three generalizations related to content read from a self-selected library book.
6. The learner will analyze a selection in reading by identifying three opinions given by the writer.
7. After completing the reading assignment, pupils will assess content in terms of presenting two accurate statements and two inaccurate statements.
8. The learner will tell a story pertaining to content read using appropriate sequence of sentences.
9. Following the reading of content in social studies, the pupil will give five facts contained in the selection.
10. Having read content pertaining to five story problems in mathematics, the pupil will tell in his/her own words information needed to provide viable solutions.

It is important for teachers to write significant objectives when specificity is important. Too frequently, specific objectives are written which

can be stated quickly and may then represent irrelevant learnings. Each objective in reading must be evaluated thoroughly in terms of acceptable standards.

Determining Reading Levels

One of the most important problems facing teachers of reading is to determine reading levels of individual pupils. Once this has been accomplished, the teacher has a further responsibility in finding materials which are beneficial to each individual. How can the teacher determine present reading levels of each pupil in the class setting?

1. The school may use standardized achievement tests to determine reading levels of pupils. These tests need to be assessed in terms of being valid and reliable. Grade equivalent test results from standardized tests may provide guidance to teachers in determining reading levels of learners on an individual basis.
2. The teacher may mark off approximately 100 running words in a basal textbook, the content of which has not been read previously by pupils. The learner orally reads the selection to the teacher. Generally, pupils should pronounce 95 to 98 per cent of the words correctly, if the involved book has content on the instructional level of the learner. The teacher also must select with great care four questions covering the selection to be read by pupils. Each pupil basically should be able to answer correctly three out of four questions to assess comprehension in reading.

The figures given pertaining to correct word pronunciation as well as reading comprehension are approximate. If pupils, for example, pronounce 75 per cent of the words correctly in a selection, comprehension will suffer.

Thus, the book being considered is not on the instructional level of individual pupils. Or, if a pupil continually pronounces all words correctly without previous practice and continually responds correctly to all relevant questions asked to assess comprehension, the book being considered will generally be too easy for the learner. The textbook might then be considered to be on the recreational level of reading. There is no room for growth in recognizing new words in reading on the part of individual pupils if, without previous practice, the child can pronounce 100 per cent of the words correctly. Thus, in a quality reading program, there is room in each lesson for pupils to learn to identify a few new words as well as be challenged in the area of comprehension.

The teacher then has an important responsibility in determining reading levels of individual pupils. Appropriate materials must be obtained to assist each pupil in achieving optimally in reading.

Heilman,[4] et al. wrote the following involving the determination of appropriate reading materials for learners:

> One of the most helpful tools one can use in the classroom to diagnose pupils' reading strengths and weaknesses is the informal reading inventory (IRI). Essentially, there are three basic types of IRIs: commercially published, those accompanying basal reader series, and teacher prepared. Regardless of the type of inventory you choose to use, its major purposes are to establish pupils' reading levels and identify their reading strengths and weaknesses.
>
> The typical IRI consists of graded word lists, graded reading passages, and comprehension questions.
>
> > Graded word lists are lists of ten to twenty words for each grade level represented in the IRI. Most

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[4]Arthur W. Heilman, et al. Principles and Practices of Teaching Reading, Fifth Edition. Columbus, Ohio: Charles E. Merrill Publishing Company, 1981, pages 328 and 329.

commercially published and basal IRIs have graded word lists for preprimer through sixth grade. A child's performance on the graded word list provides you with information for placement in the graded passages, sight vocabulary strengths and weaknesses, and strategies used to identify words presented in isolation.

Graded reading passages are series of passages, usually ranging in reading difficulty from preprimer or primer through eighth or ninth grade. A reader's performance on the passages gives you an indication of his reading strategies in using context, attention to meaning, and identification of unknown words, and different levels of reading competence.

Comprehension questions consist of five to ten questions for each graded reading passage. The questions cover several aspects of comprehension, such as vocabulary, main idea, inference, literal, cause and effect, sequence, and so forth. The purposes of the questions are to identify pupils' level of reading comprehension competence and point out comprehension strengths and weaknesses.

Evaluating Reading Achievement

In assessing pupil achievement in reading, teachers need to ask themselves, among others, the following questions:

1. Did I guide each child in learning to read to his or her highest potential?
2. Were reading materials provided for each child's own unique level of achievement?
3. Did pupils engage in more independent reading than formerly?
4. Were pupils guided in developing proficiency in word attack skills so that comprehension of content was at an optimal level?
5. Did it appear that pupils enjoyed learning activities involving reading?
6. Were pupils developing optimal skills in reading for a variety of

purposes?

7. Did learners have ample opportunities to assess their own achievement in reading?
8. Were pupils permitted to make an adequate number of choices in terms of selections to be read?
9. Did each child achieve stated objectives in reading instruction?
10. Were attitudinal objectives emphasized adequately as well as skills and understandings objectives in teaching-learning situations?
11. Did pupils develop appropriate appreciations toward quality literature in the reading curriculum?
12. Were pupil difficulties in reading diagnosed adequately?
13. Was remedial reading instruction emphasized adequately for needy learners?
14. Did I attempt to determine reading levels of each pupil?
15. Were appropriate learning activities selected to provide for individual differences?
16. Did I use valid evaluation techniques in assessing learner achievement?
17. If pupils did not achieve desired objectives, did I attempt to determine causes for this happening to remedy identified deficiencies?

In Summary

There are many innovations in the teaching of reading. Teachers, principals, and supervisors must become thoroughly familiar with new methods of teaching. New approaches in teaching reading should be evaluated thoroughly before being introduced in an elementary school. Objectives in reading must be carefully selected for pupils to achieve. Learning activities to achieve

desired ends, as well as appraisal procedures to evaluate achievement, need to provide for individual differences among learners.

Questions to Consider

1. Visit an elementary school classroom to observe the teaching of reading. Evaluate strengths and weaknesses of objectives emphasized by the teacher in teaching-learning situations.
2. Survey selected college and university level textbooks on the teaching of reading. Answer the following:
   (a) Which approaches in the teaching of reading are mentioned most frequently?
   (b) Which approach do you prefer? Why?
3. From your own experiences as a public school pupil, a student teacher, and/or regular teacher, which problems exist pertaining to providing for individual differences in reading?
4. Talk to a remedial reading teacher on diagnosing pupil difficulties in reading. Which problems are mentioned most frequently?

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CHAPTER FOUR

POETRY IN THE ELEMENTARY SCHOOL

Pupils should develop a thorough appreciation for poetry. Many words are generally used in novel and unique ways in poetry. Thus, a study of poetry should aid pupils in vocabulary development. Of utmost importance is that pupils read creative ideas and thoughts when studying poetry. Pupils can then be aided in developing their own creative ideas when writing poetry.

Poetry comes in many forms. Generally, pupils have felt that rhyming words are inherent in all poetry. However, this is not always the case. Poetry may be either rhymed or unrhymed.

Trauger[1] writes the following pertaining to objectives in the poetry curriculum:

> Maintaining children's native responsiveness and maturing their poetic understanding to keep it abreast of their chronological age are worthy long-range objectives in teaching poetry. Between the two, the balance is delicate; there is danger of strangling the former through fumbling efforts at the latter.
>
> The preservation of responsiveness is a delicate undertaking influenced by diverse factors, some deriving from the complexity of poetic art, some due to marginal circumstances which superficially might seem only slightly related to liking or disliking poetry. More than any other form of literature, poetry is sensitive to influences which prevail around the edges of a classroom lesson. The teacher believes that she is teaching one thing. She actually may be teaching it, but at the same time, because of manner, attitudes, and the classroom climate, she, unawares, teaches something else.

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[1] Wilmer K. Trauger, Language Arts in Elementary Schools. New York: McGraw Hill Book Company, 1963, pages 331 and 332.

> That something else may either enhance or eclipse what she thought she was teaching.
>
> The project of maturing a child's understanding of poetry hinges on discovering more and more in the snug package of a poem. This becomes of great consequence in junior and senior high school years. The understanding of poetry needs to grow apace with the pupil's progress in other subjects. His understanding should be as grown up in relation to poetry as to science or social studies. If comprehension is in the young adolescent stage in those latter studies but still infantile in approaching verse, the pupil can be expected to dismiss poetry as childish or irrelevant. If maturation keeps pace with chronological age, the young person can interpret poems appropriate to his grade and in them find delight and wisdom.

Poetry in the Elementary School Curriculum

Poetry may be correlated with different curriculum areas in the elementary school. The teacher may have pupils study and write poetry as it relates to units of study in science, social studies, mathematics, health, as well as in other language arts areas. Poetry might also be taught as a separate unit of study. An ultimate goal for pupils to achieve is to enjoy reading and writing poetry. Poetry should not be analyzed when it destroys pupil interest in learning.

Poetry Correlated with Other Curriculum Areas

It is proper teaching procedure if pupils perceive that subject matter from diverse academic disciplines is related. For example, if pupils on the first grade level are studying a unit on the city, they might dictate content to the teacher who in return writes the resulting poem. Pupils must understand the kind of poem being emphasized in teaching-learning situations. The teacher needs to set the stage so that pupils have an inward desire in wanting to write a particular kind of poem. Using

discussions, pictures, filmstrips, and/or slides should provide background information for pupils in desiring to write poetry. If first grade pupils have an adequate writing vocabulary, they may write their own poem. An interesting kind of poem for pupils to write is a couplet. Couplets contain two lines of verse. The two lines are somewhat uniform in length with ending words rhyming. The following are examples of couplets.

1. The city is filled with people
   And the church has a tall steeple.

2. The sidewalk is broad and wide
   The boy rides a bicycle on the side.

3. The children play in the house
   Where there is no mouse.

If pupils are studying an elementary school science unit on magnetism and electricity, the following couplet may be developed by pupils individually or in committees:

We made some magnets in the room
Then we cleaned the room with a broom.

Pupils individually or cooperatively may also write triplets. Thus, three lines need to be written with ending words rhyming. The three lines should be somewhat uniform in length. Again, the stage must be set for pupils so that an inward desire exists to write poetry. A stimulating environment must be present to aid pupils in developing background information for the writing of poetry. The following is an example of a triplet as it relates to and integrates with a specific social studies unit entitled "Westward Movement."

The forty niners went to the West
To look for gold with great zest
Hoping to gain much wealth at best.

Pupils may wish to write free verse with teacher guidance. No rhyming of words is required in the writing of free verse. In the writing of free

verse, there are no standards pertaining to the length of each line and for the entire poem. A writing center in the class setting could contain selected pictures pertaining to an ongoing unit of study. The pictures, of course, need not necessarily relate to an ongoing teaching or resource unit. Learners may choose and write about a picture. The written content could pertain to free verse. The following is free verse as it relates to a picture on farm animals:

> The cow
> can be a beautiful animal.
> provides us with milk and cream.
> eats grain and hay eagerly.
> may also provide a good supply of meat.
> is interested in the pipeline milker.
> misses her calf much.
> does not get along well with pigs.
> is eagerly waiting for the long winter to
> end and have summer arrive.
> likes to roam in the shed with other cows.
> does not like the big dog in the yard.
> would rather be in a warm shed as compared to
> the cold outdoors.

Each pupil needs to determine the length of his or her free verse. Pupils should be creative in thinking of unique ideas in writing any type of poem.

There are definite advantages in having pupils write free verse. Learners are not restricted in using rhyming words. Uniformity in length of lines also is not a restriction. The writing of free verse can be related to many unit titles in diverse curriculum areas. If pupils are studying a science unit on prehistoric life, the following free verse could be written by a child individually or in a small group:

> The Tyrannosaurus Rex dinosaur
> ate many other kinds of dinosaurs.
> had serrated teeth.
> was the king of dinosaurs.

was ferocious.
was taller than other dinosaurs.
lived during the Mesozoic era.
might have been cold-blooded like fish and turtles are today.

Limericks are an enjoyable type of poetry for pupils to read and write. Limericks consist of a couplet and a triplet. The first, second, and fifth lines in a limerick make a triplet. The third and fourth lines comprise a couplet. Generally, it is important for pupils to understand and attach meaning to a couplet and triplet before limericks are introduced. From an anthology of children's literature, the teacher may read limericks to children. These limericks must be chosen carefully to capture interests of listeners. Enjoyment of poetry is of utmost importance! The selected limericks must be on the understanding level of children. Learners with teacher guidance could select which limericks they like best. These may be written on the chalkboard or on a transparency. Pupils inductively need to arrive at meaningful generalizations pertaining to what ingredients are necessary in the writing of limericks. Thus, learners may write their own limericks once the inherent pattern is understood. The following limerick pertains to a unit on magnetism and electricity:

There once was a man called Thomas Edison
Who invented a bulb which gave a bright light in the long run
He liked to invent great things
From which America and the world benefits and sings
And made life easier, more enjoyable, and much more fun.

Haiku poetry can also be enjoyable for pupils to write. Rhyming words are not necessary in haiku poetry. Pupils, however, do need to be able to divide words into syllables when writing haiku poetry. The first line of a haiku poem has five syllables. The second line has seven syllables, followed by five syllables in the third line. Haiku poetry may discuss nature. The following haiku poem might be written by observing rain falling

in the out of doors:

> The rain pattering
> on the window with great speed
> swish, slosh, swoosh, slash, spash.

Pupils need to be praised and encouraged to present novel ideas in writing poetry. Pupils should be encouraged to invent new words. The last line of the previously written haiku poem has unique words which give sounds made by drops of rain. Onomatopoeia is a term given to words which make sounds similar to those in the natural environment. Alliteration is also prevalent in the last line of the haiku poem in that the beginning sound of each word is the same. Numerous poets use alliteration as a poetic device in the writing of poetry.

Imagery in Poetry

It is important for pupils to understand imagery in the writing of poetry. Thus, pupils may understand meaningful concepts and generalizations pertaining to metaphors and similes. This can be achieved utilizing approaches such as the following:

1. reading poetry containing metaphors and similes to pupils.
2. discussing with pupils meanings of metaphors and similes.
3. developing poems with learners that contain metaphors and similes.
4. having pupils find and read poems that contain metaphors and similes.
5. having pupils individually or in committees write poetry which contains metaphors and similes.

Wolfe[2] writes the following pertaining to pupils developing sequential learnings in imagery:

> Children can make comparisons, too; once set in motion in an expectant classroom, their originality astonishes both them

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[2]Don M. Wolfe, Language Arts and Life's Patterns. Second Edition. New York: The Odyssey Press, 1972, pages 405 and 406.

and us. Perhaps they have already described boys and girls in the class. One girl, like Jane, has golden hair; a boy, like Will, has blue eyes; still another pupil has brown eyes or black hair.

We may put some comparisons on the board for completion, naming pupils our class has described:

1. Joe's eyes are as blue as _____.
2. Fred's eyes are as brown as _____.
3. Fran's dress is as green as _____.

From these we may go on to other comparisons to be completed:

4. The house was as dark as _____.
5. His face was as red as _____.
6. The wind made a noise like _____.
7. Jimmy stood as still as _____.

In a later lesson we may begin with several comparisons like this:

As soft as a kitten's paw
As soft as a feather
As soft as a pillow

Pupils with teacher guidance might then write lines of verse containing imagery such as in the following examples:

1. The rain sounded like fairies dancing on the window sill.
2. The train roared like a giant in the sky.
3. The wind blew like a sneezing ogre.

In each of these lines of poetry, similes are used. Something is compared to something else joined by the word "like." In sentence number one, for example, the sound of "rain" is compared to the sound of "fairies dancing on the window sill." In sentence number two "The train roared" is compared to "a giant in the sky," while in sentence three "The wind blew" is being contrasted with "a sneezing ogre." The word "as" is also used in imagery.
He came as a thief in the night.

In the case of metaphors, the words "like" and "as" are not used in making creative comparisons. Notice the use of metaphors in the following

lines of verse:

1. The cat, a swirling mass of colors, runs in the yard.
2. The dog, clawing feverishly in the garden, finally found a bone.
3. The clouds were fluffy pillows racing across the sky.
4. The house appeared to float on fairies' wings in the sky.

Otherwise, similes and metaphors have similar functions in making creative comparisons.

Creative Writing and the Pupil

Creative thinking is an important skill and attitude for all learners to develop in greater depth as they progress through the school years. In everyday living, it is important to think creatively so that one's own problems may be solved. Too frequently, solutions that have worked for others in the solving of problems may not work for us. Unique solutions in many cases are then needed to solve problems. Progress in American society and the world has come about due to individuals having been creative. Thus, progress in medicine, manufacturing, dentistry, education, agriculture, and other facets of life, has come about through creative efforts of individuals and groups. It is of utmost importance for students to engage in creative thinking.

Donoghue[3] describes creative behavior in the following paragraph:

> A creative person is one who relies less on the aspects of memory and cognition (which are most often measured by IQ tests) and so may sometimes be labelled as less intelligent and hence, in educational settings, an "over-achiever." He approaches learning situations in unstandardized ways and appears offbeat or inferior at times in his thinking. He is not highly success-oriented. What he is, however, is curious, original, self-directing, sensitive, secure, flexible, persistent, humorous, and productive. He needs to

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[3]Mildred R. Donoghue, The Child and the English Language Arts. Second Edition. Dubuque, Iowa: William C. Brown Company Publishers, 1975, page 275.

> meet challenge and to attempt difficult ... tasks
> just as he needs to give himself completely to a task and to
> become fully absorbed in it.

The teacher must provide a psychological environment whereby students feel free to explore and experiment. Learners need to feel relaxed in the class setting to think of ideas which are different and unique. Thus, a student can present a contribution which is novel based on previously acquired learnings. It is difficult to come up with ideas which are unique for all learners in a class. However, it is possible for a pupil to come up with original content on an individual basis.

Pupils with teacher guidance need to plan a rich learning environment. Students must have experiences which stimulate creative thinking. Stimulating bulletin boards, learning centers, reading materials, and audio-visual aids aid in setting the stage for creative endeavors. Students will then acquire subject matter which might be utilized to write a creative story, poem, essay, letter or other form of written work. The teacher must think of learning activities which will stimulate creative thinking.

Too frequently, the teacher has assessed student progress in writing based on spelling words correctly, demonstrated neat handwriting, using punctuation marks properly, and using capital letters correctly. Very little emphasis may have been placed upon ideas that students have expressed. To be sure, students need to make continuous progress in correct spelling of words, legible handwriting, correct punctuation, and proper capitalization of letters. Students may reveal their achievement in the mechanics of writing when they proofread their final written product. At the time ideas are written on paper, students may not be able to concentrate on the mechanics

of writing. Donoghue[4] writes:

> Factors identified as the most inhibitive to creative expression include: (1) tests based on detailed memorization; (2) discouragement of fantasy and imagination; (3) stereotyped sex roles; and (4) social expectation, including peer censure.

The teacher must give careful consideration to praising students for being creative. Most students like praise for work that reveals improved performance. If creative products are praised by the teacher, students generally will feel that creativity is what is wanted and desired. If the teacher criticizes students' creative behavior, learners might feel that this is not an approved way of approaching learning activities. A smile of approval, saying "that's tremendous," or "that's terrific," among other means, can certainly stimulate students in desiring to express content creatively.

There needs to be time set aside whereby students can share completed work. Students individually may perceive how content differs between and among finished products. When sharing thoughts, students learn from each other pertaining to ways of expressing unique ideas as well as creativity contained in ideas in and of themselves. They may learn about new vocabulary terms which can be used in writing as well as creative ways in which these terms can be used. Students may also learn about inventing words to use in writing.

The teacher certainly needs to be well acquainted with characteristics of students revealing creative behavior. There are teachers who have confused creative behavior of students with misbehavior. That is most unfortunate! Teachers then should become well versed in approaches to (a) setting

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[4] Ibid., page 276.

the stage for learners to exhibit creative behavior, (b) rewarding creative behavior of students, and (c) being highly knowledgeable about characteristics of individuals who are creative. Greene and Petty[5] write the following:

> Poetry is (or should be) a vital part of the literature program, yet too often it is neglected or poorly taught in today's schools. Some teachers simply do not know how to present poetry to children; others feel it has little place in the modern science-oriented world; a few, unfortunately, spoil children's appreciation by poor reading or prolonged analysis of form and style. Yet children love rhythm, rhyme, and the sounds of words.

In Summary

The teacher must set the stage to have pupils develop feelings of desiring to express ideas creatively. A variety of rich learning experiences can aid pupils in creative thinking and creative writing. These experiences must be challenging and interesting. Pupils can then be encouraged to participate in a wide variety of creative activities.

Learners should have ample opportunities to engage in the writing of poetry. Learners may then write couplets, triplets, free verse, limericks, and haiku poetry. Pupils' ideas in creative writing need to be accepted and respected by the teacher as well as by learners.

Greene and Petty[6] write the following teaching methodologies in the writing of poetry:

> Although the presentation of poetry should be almost exclusively oral, visual aids cannot be omitted altogether. The teacher should be constantly on the watch for pictures

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[5] Harry A. Greene and Walter T. Petty, Developing Language Skills in the Elementary Schools. Fifth Edition. Boston: Allyn and Bacon, Inc., 1975, page 271.

[6] Ibid., page 276.

which will make suitable illustrations of poems; these may be used when a poem is presented orally, or occasionally a bulletin board may be centered around a few lines or a short poem, either new or already known to the children. Once in a while, a bulletin board display may honor a poet whose work the children have particularly liked, but these should be few in number; attention should be centered primarily on the poems themselves.

No teacher should feel any compulsion to teach particular poems because they are in the suggested course of study, because they are in the anthology available to the class, or because they are reputed to be classics. There are enough "good" poems to suit anyone's taste. An invaluable asset is a file of titles, with notations as to where the poems may be found. These may be arranged by subject (or in whatever manner the teacher finds convenient) and they should include a generous assortment of poems suitable for holidays, the seasons of the year, and any other subjects which seem appropriate to the grade level and backgrounds of the children.

Questions to Consider

1. In your own thinking, how can the teacher provide a rich learning environment for pupils which encourages creative thinking and writing?
2. Which criteria should the teacher follow when assessing creative written products of pupils?
3. Observe several teachers in teaching-learning situations pertaining to creative writing:
   (a) How did they aid pupils to think and to write creatively?
   (b) What hindrances were there for learners' motivation to participate in creative endeavors?
4. Talk to several elementary school principals pertaining to teachers emphasizing creative writing in the class setting. What suggestions do these principals have to encourage creative behavior among pupils?

5. Consult several curriculum guides pertaining to learning activities for pupils in creative writing.

   (a) Evaluate these learning activities in terms of pupils achieving desirable objectives in creative writing.

   (b) Do these learning activities make adequate provision for individual differences? Why or why not?

   (c) Would these activities, do you think, stimulate pupils in having an inward desire to write creatively?

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CHAPTER FIVE

SPEAKING ACTIVITIES AND THE PUPIL

Being able to communicate content effectively to others is important. Certainly, individuals are at a disadvantage if they cannot make their needs and thoughts known through the use of oral language. Persons with verbal fluency in oral communication have much going in their favor. Generally, they should achieve at a higher level in obtaining and maintaining a desirable job or position as compared to those who communicate ineffectively. Many misunderstandings occur between and among individuals, groups, and nations due to ineffective means of communication. Positive human relations may come about due to proficiency in expressing ideas orally.

The teacher must think of various approaches and techniques to help pupils individually achieve to their optimum in speaking. Furthermore, the teacher needs to determine the present oral communication achievement level of each learner and guide in the direction of achieving continuous optimal progress. Van Allen[1] writes the following involving oral communication:

> The experience of verbalization as well as the verbalization of experience is essential to the education of most human beings. Both require oral interaction within some kind of a language community. When the close language group of a child changes from the home and neighborhood to a classroom setting, the need for verbalization increases, but often the opportunity decreases. The traditional school emphasis on the acquisition of the literacy skills of reading and writing has overshadowed the need for the oracy skills of speaking and listening.

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[1]Roach Van Allen, Language Experiences in Communication. New York: Houghton-Mifflin Company, 1976, page 99.

> Literacy skills and oracy skills enjoy a reciprocal relationship in an educational setting and must be thought of as reinforcing each other. Teachers using a language experience approach do not decide whether reading is more important than speaking or vice versa. They plan for both! They are aware that growth in oral communication is likely to represent growth in reading also.

Using Puppets

Puppets can be used effectively to help pupils progress continuously in speaking. Puppets may be purchased, made by the teacher, or developed by pupils. Depending upon the time available in the classroom setting, pupils with teacher guidance might make sack puppets, stick puppets or sock puppets. Stick puppets and sack puppets basically are relatively easy to make by pupils on any grade level. Pupils, individually or in a committee, may make puppets pertaining to an ongoing unit of study. If pupils, for example, are studying a unit on the farm, a puppet pertaining to a farm animal can be made. Thus, learners creatively may develop speaking parts for farm animals in a group setting. If pupils are pursuing a unit on the factory, puppets can be made pertaining to different workers on an assembly line. Speaking parts also need to be developed for these puppets in order to assist pupils to achieve well in the oral use of language.

In learning activities involving the use of puppets in speaking, the curriculum area of art is stressed. Thus, pupils may be evaluated in developing proficiency in oral communication as well as in revealing creative behavior in art.

Hennings[2] notes the following kinds of puppets which pupils with teacher guidance may utilize:

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[2]Dorothy Grant Hennings, Communication in Action. Chicago: Rand McNally College Publishing Company, 1978, page 144.

- hand-sized paper bags to which features have been added with flo-pens, crayons, construction paper, yarn, or colored pictures clipped from magazines;

- socks, stockings, or white work gloves to which features have been added with buttons, yarn, scraps of material, twine, glitter, tinsel, felt;

- the hand by marking features directly on the fist or the balls of each finger;

- styrofoam or ping pong balls stuck on the ends of the fingers or on the ends of ice cream bar sticks. Again glitter, tinsel, buttons, and yarn form the features of the stick puppets.

Puppets that a puppeteer holds directly over the face can be made from:

- paper plates with features drawn in with crayon and flo-pen, with eyes cut through the plates;

- full-sized paper bags into which eye, nose, and mouth openings have been cut. A fringe of carpet stapled across the top of the bag simulates curly hair, large eyes with long lashes are drawn around the eye openings, and an outwardly projecting nose is stapled above the nose opening. Puppeteers determine locations for eye and nose openings by slipping on their paper bags. This insures a good fit;

- the leg of an old pantyhose slipped onto a wire coat hanger, the large triangle of which has been pulled downward to form a rectangle. The pantyhose is tied top and bottom, perhaps braided at the top to form a pigtail. Features are added to the stretched hose with construction paper and flo-pen.

Body puppets that completely cover the puppeteer can be made from:

- large-sized cartons from which one of the six sides has been removed and through which a head hole has been cut in the opposite side. Cartons can be painted colorfully;

- people-shaped and -sized cutouts. Youngsters stretch out on a piece of heavy grade cardboard while a friend traces the body outline. The youngsters cut out the outline, color themselves in, and hold their puppets in front of them during sharing time.

Using Dramatizations

Dramatic activities can help pupils progress in the oral use of language. Creative dramatics needs to be emphasized much in teaching-learning situations pertaining to different units of study. In a learning activitiy involving creative dramatics, pupils spontaneously develop speaking parts as the need arises. If pupils on the first grade level have listened to or have read the story, "Goldilocks and the Three Bears," they might dramatize this story using spontaneous oral language. Pupils may volunteer to play selected roles in the dramatic activity. At other times, the teacher could appoint individual pupils in playing diverse roles in the dramatization.

Dramatic activities help pupils in attaching meaning to what has been learned. Learnings then become more lifelike and real. Pupils can feel and think like the individual whose role is being played. Teacher-pupil planning may be utilized in evaluating learner achievement in dramatic activities. Evaluation procedures used should not hinder creative endeavors of pupils. Nor, should evaluation destroy pupil enjoyment of creative dramatics.

Dramatic activities may be used on any grade level in the elementary school and in many units of study. If fifth grade pupils, for example, are studying a unit on the Middle East, they may wish to dramatize scenes pertaining to bedouin life. Much research generally needs to be conducted by pupils using a variety of reference sources dealing with bedouin culture prior to, during, and after the dramatization. Thus, pupils could be spurred on to greater effort in learning when using dramatic activities.

Formal dramatizations might also be utilized in the elementary school. Play parts may then be written by pupils with teacher guidance. The parts are

written prior to their use in formal dramatizations. Following the writing of diverse roles of characters in the play, pupils may then practice reading the parts. The final presentation may be presented to peers and to pupils in other classrooms. Background scenery can be developed as the need arises. If learners desire, they may memorize individual play parts rather than reading it orally. Polished performances of the play are not necessary. The formal dramatization should assist pupils to improve in and enjoy being involved in diverse oral communication experiences.

Using Conversation

It is important that pupils develop needed skills in conversation. Conversation is the most frequently used means of oral communication. Pupils need to become proficient in conversation. Friendships may be developed on the basis of individuals being able to converse well with others. An interesting conversationalist is generally in demand in terms of using one's leisure time well. Rubin[3] writes the following:

> Socialization is a process that prepares an individual to live in society. Human beings are social animals. The better we know one another, the better we are able to get along with one another. It is through social discourse such as conversation that we learn more about our friends and neighbors and, many times, about ourselves as well. The need to converse with one another is seen daily in any classroom, whether it is a university graduate class or a kindergarten. When an instructor is interrupted during a class period and must stop to talk to a visitor or leave the class for a short while, what happens? Practically anyone can predict the students' behavior in this situation. They start talking to one another.

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[3]Dorothy Rubin, Teaching Elementary Language Arts. New York: Holt, Rinehart and Winston, 1980, page 76.

> No prompting is necessary, sometimes to the dismay of the teacher. Children naturally like to talk, to exchange pleasantries, ideas, comments, and so on. The teacher must understand this need in students and provide not only an environment where students will feel free to engage in spontaneous, informal, and nonstructured talks with one another but also provide time for this to take place.
>
> Since children as well as adults spend most of their time in conversational oral discourse, teachers should help students to be more adept at this skill. Being a good conversationalist helps individuals to be freer to communicate with others and thus plays a large role in enhancing self-concept.

In being a good conversationalist, pupils must inwardly consider the following criteria:

1. much background information is needed.
2. individuals must be interested in and like other people.
3. an adequate self-concept is necessary in being able to communicate ideas with confidence.
4. thoughts must be communicated on the present understanding level of listeners.
5. proper voice inflection is needed when conversing with others.
6. the skilled use of language is important.
7. a good conversationalist needs to have a large speaking vocabulary.
8. proper sequence of ideas is important.
9. nonverbal communication must be stressed when ideas are communicated orally.

The teacher should have pupils practice conversation skills during the school day. Certainly, this is using time wisely in the elementary school, since conversation may be the most frequently used speaking activity used by individuals. Time should be given by the teacher, if at all possible, to

converse with pupils before the school day begins as well as when it ends. Pupils may also practice conversation skills in the school cafeteria during lunch time.

Using Discussions

Participating in discussions is a frequent type of speaking activity for most individuals. In group situations in society, participants engage in discussing problem areas. Possible solutions to identified problems are then discussed. There certainly are many problems that individuals in society may discuss with others. Also, in the classroom setting, pupils with teacher supervision should discuss relevant problems on the appropriate developmental level of participants. What are some possible relevant problems that individuals in society and learners in school might discuss?

1. How can an adequate supply of energy to meet the needs of consumers domestically, be acquired?
2. How might wars be minimized or eliminated in diverse areas of the world?
3. How may individuals from minority groups get their fair share of the good things in life?
4. How can an equitable system of taxation be developed?
5. How should candidates for public office be selected?
6. How should campaigns for office be financed?
7. What can be done to cut down on crime locally, as well as nationally?
8. Which are the better approaches available to rehabilitate those arrested and convicted of crimes?
9. How can inflation be curbed to a reasonable degree?

10. What can be done to establish full employment?

11. How can welfare recipients best be assisted in society?

Once problems have been identified, solutions need to be discussed. In the school setting, pupils need to pursue research activities on their developmental level. Background information obtained is used in discussion situations. Solutions to problems should be tentative with possible modifications made as evidence indicates.

There are flexible guidelines developed through teacher-pupil planning which might be used in assessing progress in discussions. These guidelines, among others, may include the following:

1. participators in a discussion should not digress from the topic being considered.
2. each member in a committee should participate in the discussion. Otherwise, solutions to problems may not represent the thinking of the group.
3. effective and clear communication of ideas is important if the discussion is to progress.
4. the chairperson and participants in the discussion must respect the thinking of others.
5. ideas that are not clear need to be clarified in the discussion.
6. discussants must have much background information to be a good member of a discussion group.
7. ideas presented should be evaluated critically in an atmosphere of respect.
8. creative ideas need to be encouraged in ongoing discussion groups.

Anderson and Lapp[4] enumerate the following possibilities for discussion in the children's literature curriculum:

1. Character. What are the clues to characters suggested in the writing? From what is said or the action taken, what inference can be made about the individual? Why does the character act the way he does? What are his values? Did anyone change in the story? Why?

2. Setting. Can you see where the story is happening? How do those in the story act because of the setting? Is there a basic struggle between the people in the story and the nature of the place where they live?

3. Mood--feeling--tone. What words are used to tell you how the writer feels? What is the tone of voice of the storyteller? Is it serious? Humorous? Is this a true experience?

4. Story pattern. What story would you tell if you had only the first paragraph to guide you? Can you tell what happened by reading only the last paragraph? Is there a theme or lesson that the writer is illustrating? Who is telling the story? What difference does it make?

Using Interviews

Many individuals engage in interviewing others in getting needed information, as well as to explore interests in a variety of topics. It is important for pupils to develop relevant understandings, skills, and attitudinal objectives pertaining to interviewing others. Which important flexible criteria may be developed through teacher-pupil planning and used in assessing achievement in conducting interviews?

1. Pupils must have adequate background knowledge on their level of

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[4]Paul S. Anderson and Diane Lapp, Language Skills in Elementary Education. Third Edition. New York: The Macmillan Company, 1979, page 296.

development to conduct an interview.

2. Respect for others is important when conducting an interview. Ideas need to be clearly communicated.
3. Questions must be carefully developed prior to conducting an interview.
4. It may be necessary to record information obtained during the interview.
5. The interviewer must be a good listener to comprehend information.
6. The interview must be initiated as well as culminated in a way satisfying to both the interviewer and the individual being interviewed.
7. Following the interview, data gathered need to be evaluated, summarized and written.

Pupils with teacher guidance may evaluate if these guidelines or standards have been achieved. If they have not been achieved, pupils should be guided in determining reasons. Perhaps, the standards should be modified or revised as the need arises.

Making Introductions

In society, it is important that individuals learn appropriate methods of making introductions. Visitors must be introduced to others so that feelings of belonging and security result. No one desires to be left out of social situations involving conversation or discussions. Pupils need to develop skills to help visitors feel comfortable and wanted in social situations. Creative ways need devising in assisting pupils to achieve relevant objectives pertaining to the making of introductions. The following guidelines, among others, are important to stress in teaching-learning situations involving the

making of introductions:

1. Politeness is of utmost importance.
2. A satisfying way should be devised when introducing one person to another individual or group.
3. Names should be pronounced clearly in the making of introductions.
4. Information about each person being introduced should accompany introductions being made.
5. The introducer should guide those being introduced in following the introduction through with satisfying conversation. Introductions made should be followed with conversation.
6. Consideration for others is important in the making of and following through with the introducing process.

Using Oral Reports

Oral reports presented by pupils to the class can do much in helping develop proficiency in speaking. Reports given might relate to ongoing units of study from diverse curriculum areas. Learners should perceive knowledge as being related rather than isolated. For example, if pupils are studying a unit on the changing surface of the earth in science, pupils may volunteer to report on topics such as the following:

1. erosion.
2. volcanoes.
3. folding.
4. faults.
5. magma.
6. lava.

There are many skills that can be developed during the time that reports are being developed. The following skills are important:

1. reading for a variety of purposes.

2. note taking over content read.

3. outlining content in terms of organization.

4. using various reference sources.

5. utilizing the card catalog.

6. the mechanics of writing such as spelling, capitalization, punctuation, usage, and handwriting.

7. organizing content in the report to present to listeners.

Pupils should be guided in achieving desired standards when giving oral reports. These standards might well include the following:

1. Visual aids are used in presenting the report.

2. Ideas are clearly presented to listeners.

3. Order of ideas presented is appropriate.

4. Main ideas rather than isolated facts are inherent in the report.

5. A pleasant speaking voice is used.

6. Content in the report is adequately researched.

7. Peers are listening carefully to the report.

8. Main ideas presented are supported by facts.

These standards need to be considered in terms of each pupil's present achievement level. Excessively difficult goals definitely should not be the experience of any individual pupil. Nor, should objectives exist for pupils where little or no challenge is presented for learning. Objectives must be adjusted to the present achievement level of each pupil with new learnings being developed in proper sequence from the child's own unique perception. Good attitudes toward learnings may then be developed. Positive attitudes toward learning will guide pupils in achieving desired goals in speaking. Attainable goals only, should be stated for each individual pupil. Learning

activities can then be selected in guiding pupils to achieve desired objectives.

The pupil needs to have ample opportunities to assess personal achievement after having presented an oral report. This must be done in an atmosphere of respecting the self. The pupil can listen to his/her own recorded voice to evaluate sequential progress. Previous recordings might be compared with later recordings. The teacher serves as a guide in helping pupils to achieve well in oral communication.

Using Oral Reading

Pupils should have ample opportunities to develop proficiency in oral reading. Pupils need to develop competency in presenting ideas to others through oral reading. Learners should have ample opportunities to listen individually to recordings of their very own oral reading. Pupils individually may work in the direction of improving oral reading by listening to recordings of earlier attempts in oral reading and making comparisons with later attempts. In guiding pupils to achieve in oral reading, the following guidelines might well be followed:

1. Learners should practice reading a given selection before it is read orally to others in the class setting.
2. Guidance must be given to pupils in using proper stress, pitch, and juncture in oral reading.
3. Content must be communicated accurately to listeners.
4. Self-evaluation, as well as group evaluation, of achievement in oral reading is important.
5. Each pupil should be evaluated in terms of his own unique present

possible achievement.

6. Each pupil needs to be guided to make continuous progress in oral reading.
7. Oral reading should be an enjoyable learning activity for pupils.

It is important for pupils to become proficient in oral reading to be able to communicate ideas effectively to others.

Giving and Following Directions

Very often, individuals are asked by guests to give directions in going from one place to another. Pupils need to develop proficiency in the giving of directions. They must then become familiar with important local landmarks. Learners should have much practice in directing individuals to specific places and points of interest. The child's home or school can be the reference point from which directions are given initially. Later, other reference points may be utilized so that learners develop flexibility in thinking pertaining to the giving of directions.

Teacher-pupil planning might be used in determining which landmarks would be relevant in a given community. The following, among others, may be important places or areas in a given community:

1. parks and school buildings.
2. selected stores and offices.
3. major highways and streets.
4. museums and libraries.
5. the train depot and airport.
6. important bus stops.
7. selected churches and governmental buildings.

As the need arises, additional landmarks can be identified. The pupil on the appropriate developmental level should practice giving directions to others in the class setting pertaining to going from the local school to an important place in the community. Learners may also give directions to a classmate so that the latter may locate an object in the classroom or on the school ground.

In learning to follow directions, pupils at a learning center in the class setting may pursue the following activities:

1. make a relief map.
2. develop a diorama.
3. work a written exercise.
4. complete a test.
5. make a model plane or car.
6. develop a selected dish of food.
7. learn to play a game.
8. make a simple musical instrument.
9. develop a set of directions for others to locate a specific object.
10. perform a folk dance.

Pupils must learn to give directions clearly and accurately. A learning center pertaining to activities in the giving of directions should prove helpful to pupils. Teacher-pupil planning may be utilized in developing tasks for the learning center.

In Summary

There are numerous speaking activities in which pupils should become proficient. These include the using of puppets, dramatizations, conversation,

discussion, interviews, introductions, oral reports, oral reading, and the giving of directions. Teachers must accept pupils where they are presently in achievement and give guidance in helping learners to make continuous progress in oral communication. Greene and Petty[5] present the following objectives in oral communication which provide criteria against which learners progress may be evaluated:

1. To converse with classmates and adults easily and courteously.
2. To participate in discussions, sticking to the point and respecting the opinions of others.
3. To organize information and report it effectively.
4. To plan an interview and carry it through courteously and effectively.
5. To use the telephone competently.
6. To conduct a meeting by means of parliamentary procedures.
7. To give clear directions, explanations, and announcements orally.
8. To tell a story or personal experience effectively and interestingly.
9. To greet others properly in various social situations.
10. To participate in choral speaking.
11. To make use of parliamentary procedures as a member of a group.
12. To take part in a dramatic activity.

Questions for Thought

1. What can be done to aid learners in making continuous progress in oral communication?

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[5]Harry A. Greene and Walter T. Petty, Developing Language Skills in the Elementary Schools. Boston: Allyn and Bacon, Inc., 1975, page 172.

2. What difficulties have you observed that pupils exhibit in the oral use of language?
3. Which general objectives do you think teachers should emphasize when developing proficiency within pupils for speaking?
4. Which kinds of speaking activities, do you think, pupils enjoy most? Why?
5. How would you proceed using teacher-pupil planning in developing objectives for pupils to achieve in oral communication?
6. Consult several city school curriculum guides to determine which objectives in oral communication are stressed most frequently.

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CHAPTER SIX

VOCABULARY DEVELOPMENT AND THE PUPIL

It is of utmost importance to help pupils achieve their optimum in vocabulary development. Reasons for emphasizing a rich listening, speaking, reading, and writing vocabulary on the part of pupils need clarifying. Why should pupils achieve to their optimum in vocabulary development?

1. Ideas and content are expressed more accurately and with greater clarity.
2. Success in many jobs, vocations, and professions is dependent upon proficiency in vocabulary development.
3. Prestige generally is attached to richly developed listening, speaking, reading, and writing vocabularies.
4. Greater enjoyment in reading as a leisure time activity is possible.
5. Problem solving demands optimum achievement in vocabulary development.
6. When conversing and discussing, it is necessary to have proficient command of the English language including the proper meaning and use of words.
7. It is necessary to use words which convey meanings accurately in speaking and writing.
8. Variety in selecting terminology is important in speaking and in writing.

Developing Pupils' Vocabularies

There are numerous learning activities which can be provided for pupils in vocabulary development. These activities must be on the present achievement

levels of individual pupils. Interests and needs of pupils must be considered in teaching-learning situations. What are some important learning activities for pupils in vocabulary development?

The teacher should orally read stories and library books to pupils on all grade levels. Pupils will hear new terms and words when listening to diverse stories and poems. Many of the new vocabulary words become meaningful to learners in context. The teacher needs to select subject matter which challenges pupils in wanting to develop their vocabularies more thoroughly.

Pupils learn many new terms by listening to and taking part in discussions. Meanings of new words may be determined in context. Thus, unknown words become meaningful as they relate to other words in the sentence. In discussions, the listening and speaking vocabularies of pupils may be developed more thoroughly.

It is significant for pupils to experience a listening center in the class setting. The listening center should contain tapes and records. Task cards can be utilized periodically at this center to assess pupil achievement in listening. The tasks on these cards need to be open-ended so that much latitude of pupils' responses is possible. Vocabulary development definitely should be emphasized in the chosen tasks.

Pupils should also interact with carefully selected books at a reading center. The center should guide pupils in developing a better reading vocabulary. The library books should pertain to a variety of topics to provide for diverse reading interests of pupils. Also, the books should be on different reading levels to provide for diverse achievement levels among pupils. The learner may then select his/her own library book for reading at an acceptable unique rate of speed.

Lee and Rubin[1] wrote the following involving children's literature in the classroom setting:

> Libraries are a key resource whenever stimulating children's reading is at stake. The room library or reading center should be replenished frequently with books related to major topics of interest to small groups or the whole class. The books should provide a wide range in the maturity of concepts as well as in areas of interest. Teachers need to check frequently to eliminate books that are no longer being used in order to save space for other books of current interest.
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> Besides published books, the reading center should include books written by the children in the room. Expressive photographs and art work executed by both teachers and students can stimulate the writing of books for use in the classroom. Thus, reading materials created by children can become a valuable part of a library collection. Such materials can provide the art program with a rationale for book illustrating, binding, and production.

In the class setting, the teacher may arrange an audio-visual center. Here, pupils can view filmstrips and slides of their own choosing pertaining to an ongoing unit of study. This experience should aid pupils in attaching meaning to new terms as they view semi-concrete situations in visual presentations. If pupils are studying a unit on Colonial America, they may view and discuss scenes in filmstrips and in slides pertaining to homes, stores, schools, and other facets of living pertaining to that period of time. Improved listening and speaking vocabularies should be an important end result. If pupils see written script on an interesting filmstrip, they may also increase their reading vocabularies.

At a writing center pupils can select, from among many, a picture to write about. The contents of the picture may be discussed in a committee

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[1]Dorris M. Lee and Joseph B. Rubin, Children and Language. Belmont, California: Wadsworth Publishing Company, 1979, page 244.

and, no doubt, will aid many pupils in establishing richer listening and speaking vocabularies. When writing about a picture, learners should be guided to improve their writing vocabulary. The written content may be shared with other learners. Hopefully, an increased reading vocabulary will result.

Greene and Petty[2] wrote:

> Writing is a personal act; it is an expression of the self. It is a process that is done for a purpose, which results in a product. It is a process of thought and emotion that requires certain skills and abilities to gain the product and accomplish the purpose. This product has certain qualities and conditions of form that can be judged in terms of the purpose. Because writing is personal, the individual determines the purpose and judges the product. As an expression of self, the process changes as the individual changes. As a child's background of experience enlarges, the needs for expression change. As a child grows the ability to give expression grows--providing the skills necessary for such expression have been learned and the desire to express has not been stifled.

In different grade levels in the elementary school, learners might bring available pictures to school to develop a pictured dictionary. The abstract word can be written in neat manuscript style underneath each illustration. Pupils may discuss content pertaining to each picture. In these learning activities pertaining to developing a pictured dictionary, pupils may develop their listening, speaking, reading, and writing vocabularies.

Pupils with teacher guidance might tell stories pertaining to library books which have been read. Learners may tell stories in small groups. This activity can aid pupils in developing their listening and speaking vocabularies.

At selected intervals, pupils should have opportunities to use a glossary or dictionary to look up meanings of relevant words. This activity should not be carried to an excess since boredom in learning might set in. A variety of learning activities must be provided for pupils in vocabulary achievement.

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[2]Harry A. Greene and Walter T. Petty, Developing Language Skills in the Elementary School, 5th edition. Boston: Allyn and Bacon, Inc., 1975, page 285.

Anderson and Lapp[3] wrote the following involving initial sequential dictionary skills for learners:

> The first dictionary skill to be taught is the location of a word. Some children may not know the alphabet sequence because it has not been used frequently prior to this time. Check to be sure that the children know the sequence of letters in the alphabet, and then practice until they can find words in the dictionary by their first letters. To avoid the necessity of having some children recite the alphabet before they can locate a word, discuss the relative placement of letters. Have the children discover that when the dictionary is opened in the center we find the words that start with l and m. If it is opened at the first quarter, we find the words with d and e, and at the third quarter we find the r and s words.

Pupils in a small group could take turns orally reading a library book which these learners have not read previously. The library book must be on the reading levels of involved pupils. Learners are then aided in developing their reading vocabularies as well as their listening vocabularies. In reading orally, pupils need to develop their speaking vocabularies adequately. Each child must have ample opportunity to achieve proficiency in reading orally a given selection. The pupil then should be able also to develop his/her reading and speaking vocabularies more thoroughly. Listeners to the oral presentation might achieve at a higher level in their listening vocabularies. In guiding pupils to read well orally after ample practice, the following criteria need to be followed:

a. The child should practice using voice inflection properly to convey the author's possible meaning.

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[3]Paul S. Anderson and Diane Lapp, Language Skills in Elementary Education. Third edition. New York: Macmillan Publishing Company, 1979, page 274.

b. Proper attention should be given to punctuation marks so that needed pauses present intended meanings to listeners.

c. Pupils should practice stressing words accurately so that meaningful reading is in evidence.

d. Fluency in reading content must be emphasized in oral reading.

e. Audience contact is important in oral reading since content is being communicated to listeners.

To help pupils write more effectively, an individualized list of spelling words written down for each learner to master in his/her own notebook might aid in learning to spell words correctly. The words a child needs to spell correctly in functional writing situations are then contained in the list. Additional words may be added to the list as needed. When seeing words in print, pupils are guided in developing an improved reading vocabulary. Using these words in writing should assist pupils in achieving at a higher level in developing a quality writing vocabulary.

Hennings[4] wrote the following involving individual differences among learners in spelling:

> In any class, the range of spelling ability is at least equal to the range of reading ability. Some children have a keen sense of sound differences; they can manipulate sound-symbol relationships with ease and can look at groups of related words and identify features common to the group. Others have trouble with sounds, symbols, and/or word-building units; they may have trouble with problem solving as well, being able to perceive only the simplest relationships. Schools must structure spelling programs to take into account differences such as these.

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[4]Dorothy Grant Hennings, Communication in Action. Chicago, Illinois: Rand McNally and Company, 1978, page 390.

A speaking center can house a cassette recorder as well as a record player. Pupils may practice speaking on a variety of topics as well as in diversity of kinds of speeches given. A list might be developed cooperatively by pupils with teacher guidance pertaining to topics as well as kinds of speeches to be given. Reference materials for pupils to gather needed information prior to giving oral presentations should also be located at the center. Library books, encyclopedias, films, pictures, slides, filmstrips, models, and objects may be used by pupils as reference materials to gather needed information to give an oral presentation. Pupils individually or in groups may record their presentations and listen to feedback. Learners with teacher guidance might then evaluate the quality of the oral presentation.

Standards that may be followed when assessing oral presentations could include the following:

a. Respect for the contributions of others.

b. Pupils individually should be evaluated in terms of their own unique past achievement. A child should definitely not be compared with the achievement of other learners.

c. Proper sequence is important in giving oral reports.

d. Content in oral presentations should show effort in its preparation.

e. Ideas must be clearly presented on the understanding levels of listeners.

f. Organization of content in the report should meet appropriate standards.

g. Proper stress, pitch, and juncture is important in presenting content orally.

Loban,[5] et al., wrote concerning the use of oral language:

> Constantly, the teacher of oral communication must be deeply aware of speech as a form of human behavior--significant behavior because it reveals the speaker to his public. Instinctively, we have always known the power of speech to reveal; too infrequently have we considered that silence too can tell things about us. Until recently concern for the fact that our speech might betray us was not thought of as "the desire to project a favorable image," but that is what it is called today. Television has made a vast public conscious of how much more than words even a brief "exposure" may convey. Almost nowhere in the communication context does the wish to protect oneself weigh more heavily than with young people in the classroom. We each have an ideal self-image, inextricably bound to our sense of personal dignity. Even though we may know beyond doubt that our self-image flatters us, one who does not treat that image with respect blocks communication. This is the reason we stress so insistently the need for creating a climate where the student feels secure enough to express himself freely. Many things are necessary in order to help students learn to use oral language with honesty and vigor, but the proper environment is the sine qua non.

Further learning activities to aid pupils in vocabulary development include pupils bringing objects for an interest center. For example, pupils in the fall months might bring leaves, insects, empty birds' nests, twigs, and small branches for the center. As the items on this interest center are discussed, pupils will learn new terms in vocabulary development.

An exciting, challenging learning environment should be reality in any class setting. Thus, an aquarium might guide pupils teaching in vocabulary development. Fish in an aquarium can help pupils in developing a richer listening and speaking vocabulary. Pupils may learn the names of different kinds of fish in the aquarium. Learners might also learn vocabulary terms pertaining to different parts of a fish. Knowledge about fish food can also

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[5]Walter Loban, et al., Teaching Language and Literature. New York: Harcourt, Brace and World, 1969, pages 268 and 269.

be acquired. A terrarium in the class setting may also aid pupils in vocabulary development. Thus, pupils can develop important learnings in vocabulary development pertaining to frogs, turtles, and harmless small snakes. Important terms relating to caring for and feeding the amphibians and reptiles may also be inherent in these experiences .

Selected potted plants kept in the classrooms could aid pupils in vocabulary development:

a. Learning the names and functions of different parts of plants.

b. Developing learnings of different types of soil used in potted plants.

c. Understanding photosynthesis as a scientific concept.

d. Experimenting to test variables in ongoing units. The vocabulary terms of "experimental" and "control group" might be emphasized in teaching-learning situations.

e. Taking turns in giving proper care to plants in the classroom. Learning appropriate terminology is a part of the ongoing activity.

Pupils can extend and improve their ability to communicate ideas well through becoming actively involved at a dramatization and puppet centers. When utilizing dramatizations, pupils cooperatively may plan a pantomime or engage in creative dramatics. In pantomimes, no spoken words are utilized during the ongoing activity. In ongoing units of study, pupils may pantomime scenes such as the following:

a. colonizing in the New World.

b. signing the Declaration of Independence.

c. participating in the Boston Tea Party.

d. protesting the Stamp Act.

Each of these pantomimes need to be planned thoroughly in terms of content, sequence of action, roles to be played, and reality of presentation. Much discussion is needed to plan each of the facets of pantomiming. Pupils should be guided in improving their skills to communicate ideas effectively during planning sessions.

In creative dramatics, speaking parts are developed as the need arises. Preplanning of the dramatization is necessary to some extent such as having adequate content in mind pertaining to what is being dramatized. Thus, depending on the unit being studied, pupils may engage in the following, as examples, involving creative dramatics:

a. playing the role of workers on a farm.

b. taking care of animals in a zoo.

c. working on an assembly line.

d. being members of the United Nation Security Council.

Learners may engage in research using a variety of reference sources in getting needed information to proceed with creative dramatics experiences. Modification of what has been dramatized can occur after the learning activity has been completed. Questions that pupils with teacher guidance may ask pertaining to the utilization of creative dramatics might be the following:

a. Did pupils have adequate background information to present content in the form of creative dramatics?

b. Were the respective roles being played in creative dramatics realistic?

c. Did pupils enjoy the ongoing activity?

d. Were learners able to attach meaning to the presentation?

e. Did the creative dramatization actively provide for individual differences?

f. Did pupils conscientiously evaluate their own achievement?

g. Did pupils show feelings of respect toward others?

h. Did pupils feel that purpose was involved in the ongoing presentation?

Van Allen[6] suggests the following summary of skills and abilities for extending pupils' vocabularies:

VOCABULARY ACQUISITION

--Develops meanings for new words through experiences
--Develops new meanings for known words through experiences
--Develops understanding of the emotional connotation of words
--Develops understanding of the aesthetic connotation of words
--Acquires a vocabulary for talking about language
--Reacts with meaning to figurative language such as similes, metaphors, and analogies
--Reacts with meaning to idiomatic expressions
--Acquires new words in line with some systematic plan such as one using personal word cards

VOCABULARY APPLICATION

--Uses resources in the classroom for specific word classes needed in writing
--Uses a thesaurus to add variety to writing
--Uses a dictionary to verify meanings
--Develops personal resources such as a writing handbook to aid in writing and spelling
--Can write in patterns that require the use of specified form classes. Examples: cinquain and diamante
--Uses inflectional changes according to context. Examples: dog, dogs; leap, leaps, leaped, leaping
--Uses pictures in context with language patterns that use a variety of form-class words
--Uses the same word in a variety of forms. Examples: beauty, beautify, beautiful; love, lovely, lovable, unlovely

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[6]Roach Van Allen, Language Experiences in Communication. Boston: Houghton Mifflin Company, 1976, pages 272 and 273.

--Makes use of descriptive words to clarify and elaborate meanings: words of color, size, shape, texture, sound, taste, smell, feelings, touch, and motion
--Knows and uses more than one name for the same thing. Examples: mother, woman, female, girl, wife, aunt
--Knows and uses more than one word for the same action. Examples: run, scamper, hurry, race, trot, flee

In Summary

There are many kinds of learning activities which may be used to help pupils in vocabulary development. Variety in learning activities is important to provide for individual differences. Thus, the following experiences can help pupils achieve to their optimum in vocabulary development:

1. reading orally to pupils.
2. having pupils engage in discussions.
3. participating in ongoing activities at the listening center.
4. reading library books.
5. participating at the audio-visual center.
6. being involved at the writing center.
7. making pictured dictionaries.
8. engaging in storytelling.
9. using dictionaries and the glossary.
10. taking turns reading orally in small groups.
11. being involved in individualized spelling.
12. participating at the speaking center.
13. discussing objects at the interest center.
14. viewing an aquarium and a terrarium.
15. taking care of potted plants in the class setting.
16. participating at the dramatization and puppet center.

Questions to Consider

1. How do you think elementary school pupils can be aided in developing their listening, speaking, reading and writing vocabularies?
2. Discuss with selected teachers approaches utilized to guide pupils in vocabulary development.
3. Survey recent educational periodical articles pertaining to aiding pupils in vocabulary development. Which methods are mentioned most frequently?
4. Talk to an elementary school principal about pupil achievement in vocabulary development. What recommendations did the principal make to help pupils achieve to their optimum in vocabulary development?
5. List important objectives that pupils should achieve in vocabulary development.
   a. Which learning activities, do you think, should be utilized to help pupils achieve these objectives?
   b. How would you evaluate to determine if the desired objectives have been achieved?

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CHAPTER SEVEN

HANDWRITING AND THE PUPIL

The teacher of handwriting must select vital objectives for learners to achieve. The concept of relevance is important to emphasize in selecting ends for pupil attainment. Thus, much thought and careful consideration needs to be given by the teacher in selecting these handwriting goals. Too frequently, pupils have developed trivial and insignificant learnings. There is much to be learned during the elementary school years. In society, the "explosion of knowledge" has been a definite reality for some time. The knowledge explosion societal trend has important implications for the classroom teacher. The teacher must select educational purposes carefully. Pertaining to writing skills, Petty[1] wrote:

> Writing involves many skills and abilities. The most fundamental of these are the thinking skills or abilities, which are basic to the expression of feelings and thoughts, whether the medium is speech, movement, art, or writing. In relation to writing, these skills include collecting and organizing data; classifying, comparing, and summarizing ideas and feelings; choosing the most appropriate words and phrases for conveying expressions; organizing these expressions into sentences that are clearly understandable; and sequencing the sentences into a meaningful whole. All of these thinking abilities are used to compose a piece of writing, with the effectiveness of any composition largely dependent on the quality of the thinking ability or skill of the composer. No written expression, not even a single sentence or a label or a short memorandum, will be effective expression unless it is well thought out.
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> In addition, of course, skill in forming letters and words, in spelling correctly, in punctuating sentences properly, and in those matters of form and custom in the appearance of various types of writing are also very much a part of

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[1]Walter T. Petty (Editor), Curriculum for the Modern Elementary School. Chicago, Illinois: Rand McNally College Publishing Company, 1976, page 188.

> effective written expression. And each of these general skills or abilities consists of specific lesser ones: in handwriting, the strokes needed to make the letters, spacing, rhythm of movement; in spelling, making sound and symbol associations, affixing, capitalizing; in punctuation, the strokes needed to form the punctuation marks. All of these skills require teaching and thorough practice so that they become automatic to writers and permit them to use full thinking power for composition.

The Child and Handwriting

Certainly, the teacher must give careful consideration to child growth and development characteristics when selecting objectives. If pupils cannot achieve stated objectives, modification of stated ends is in order. Handwriting objectives selected by the teacher for learners to achieve should be attainable. At the same time, the chosen objectives represent new learnings for pupils to acquire.

The length of time devoted to handwriting instruction needs careful evaluation. Early primary grade pupils need relatively short periods of time devoted to learning activities involving handwriting. Generally, their attention span is not as long as compared to older pupils. First grade pupils become tired rather soon from handwriting experiences because the finer muscles, involving the use of the arm, hand, and fingers, are being developed gradually. The teacher needs to observe individual pupils to determine if learning activities need to be changed from handwriting to a different curriculum area which does not require use of the finer muscles. Intermediate grade pupils generally write for a longer period of time to finish a given reasonable assignment without excessive fatigue and tiredness setting in. However, for any age level, expectations from any individual can be too high in activities involving handwriting. If pupils perceive reasons for developing selected understandings, skills, and attitudinal objectives, energy

levels of the involved person generally increase in wanting to further pursue a given learning activity. Varying approaches in teaching may also assist learners to maintain a longer attention span pertaining to teaching-learning situations involving handwriting experiences.

The teacher must remember that each child is unique in many ways and that includes rate of achievement in handwriting. Pupils feel frustrated and may learn to dislike handwriting experiences if they cannot achieve to the level expected of them. Pupils should enjoy handwriting experiences as well as have feelings of satisfaction in all curriculum areas of the elementary school.

In determining educational objectives pertaining to handwriting, the teacher needs to consider and answer the following questions:

1. Can learners satisfactorily achieve the chosen aims?
2. Will pupils feel successful in their accomplishment?
3. Can interest be developed and/or maintained within pupils in achieving desired objectives?
4. Are the stated objectives in handwriting in harmony with neuromuscular skills that learners presently possess?
5. Do the objectives guide learners to develop appropriate attitudes, as well as skills and understandings?
6. Are the objectives stated so that it can be determined if achievement in that direction is taking place?
7. Will learners feel that purpose is involved in achieving the desired objectives?

For initial instruction in handwriting, Lee and Rubin[2] wrote:

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[2]Doris M. Lee and Joseph B. Rubin, Children and Language. Belmont, California: Wadsworth Publishing Company, 1979, page 217.

Most things we learn to do, we learn largely through imitation and experimentation, giving special attention to the more troublesome aspects. We usually arrive at our own personal adaptations and idiosyncrasies. Handwriting can be learned the same way.

Many children learn to write their names and perhaps much more before they come to school. In school, each can have a card with his or her name on it in good, clear manuscript writing, so that it is readily available for copying. When children begin dictating sentences for the teacher to write for them, they will soon want to write for themselves. Thus begins their first significant writing "lesson."

The teacher can write the sentence in good, clear manuscript on a strip of paper the appropriate length for the child's picture. The child takes both the strip and the picture to the writing center, places the strip just above the blank space reserved for the sentence, and copies the sentence directly below the teacher's writing.

When this procedure is repeated many times and combined with discussion during dictation, no other writing "lessons" are needed. When a few children have difficulty with a certain letter, the teacher can group these children for a few minutes, explain the problem, and provide a good model for them to copy. They can solve the problem quickly by keeping this model in front of them as they write.

Teachers must be aware that there is a great difference in the small muscle coordination of children of this age. When a child is trying, the writing must be accepted with appreciation for progress, regardless of imperfections. If it is really illegible, perhaps larger writing--or smaller writing--would help.

Society and Handwriting

What does society expect of pupils in handwriting achievement? It is imperative that individuals exhibit legible handwriting when communicating with others. Time is wasted in reading content if it is difficult to determine what others have written due to poor handwriting. Individuals like to read meaningful content which is easy to decode. This is true of content written in friendly letters, business letters, announcements, plays, poems, stories and in letters of application in applying for jobs or positions.

Legible handwriting must be in evidence. The employer generally, all things being equal, will be more influenced with content in a letter that has good handwriting as compared to illegible handwriting. It is true, of course, that letters of application in applying for positions and jobs are also typed. However, there are other numerous writing occasions in which legible handwriting is a definite asset as compared to illegible handwriting. Society does place value upon individuals exhibiting quality legible handwriting.

The teacher needs to answer the following questions pertaining to what society might expect pupils to learn in handwriting:

1. Will the curricular learnings that pupils develop be useful in society?
2. Are the chosen objectives relevant pertaining to what pupils may need in terms of learnings now as well as in the future?

General Objectives in Handwriting

General objectives in handwriting state the direction of behavior that teachers want learners to achieve over a relatively long period of time. The teacher needs to determine which understandings, skills, and attitudes are to be developed within pupils at the end of a designated interval of time. General objectives may not be achieved during the time a unit is taught or perhaps even during a school year.

Pupils should exhibit continuous progress in handwriting. They need to be taught at their present level of achievement and guided in progressing at their optimum rate of achievement as they progress through diverse years of schooling.

The following, among others, might well be important general objectives

for pupils to accomplish in handwriting.

A. Understandings Objectives

1. To develop within the pupil an understanding of how to form letters legibly.
2. To develop within learners an understanding of how letters may be aligned properly.
3. To develop within the child understandings pertaining to appropriate spacing of words and letters.
4. To develop within the learner an understanding of the necessity of having proper proportion of letters.
5. To develop within the child appropriate generalizations in achieving legibility in handwriting.
6. To develop within the learner an understanding of approaches to self-evaluation in the area of handwriting.
7. To develop an understanding within pupils of the necessity of exhibiting neatness in handwriting.

B. Skills Objectives

1. To develop within the pupils skill to form legible letters in handwriting.
2. To develop within learners skill to use proper alignment in handwriting.
3. To develop within children skill to use appropriate proportion of letters in handwriting.
4. To develop in children skill to utilize proper spacing of letters and words.
5. To develop within the child skill to evaluate his/her own achievement in handwriting.

6. To develop within pupils skill to exhibit neatness in handwriting.

C. Attitudinal Objectives

1. To develop within pupils a desire in wanting to improve achievement in handwriting.
2. To develop within learners a feeling of wanting to improve in the formation of legible letters.
3. To develop within the child an attitude of wanting to reveal proper proportion of letters.
4. To develop within the learner a desire to space words and letters properly.
5. To develop within the child a desire to assess his/her own achievement in handwriting.
6. To develop an attitude within learners of wanting to reveal neatness in handwriting.
7. To develop an attitude of respect within learners toward quality in handwriting as revealed by others in society.

It is important to emphasize balance among understandings, skills, and attitudinal objectives in teaching handwriting. Desirable attitudes assist in achieving understandings and skills ends. Greene and Petty[3] wrote the following:

> The major reason for teaching handwriting is its role in communication. Handwriting is the principal tool of written expression; for this reason it must be legible. Thus the principal objective of handwriting instruction is legibility.
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> Considering this objective, a teacher should not stress meaningless drill on handwriting but should strive mainly to have pupils produce legible copy. The misapplication of the principle of use and need so frequently evident

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[3]Harry A. Greene and Walter T. Petty, Developing Language Skills in the Elementary School. Fifth edition. Boston: Allyn and Bacon, Inc., 1975, pages 433 and 434.

> is a result of the neglect of sound procedures in instruction. The principal factor overlooked is that handwriting is a developmental process that requires more than just a few years of the child's total period of growth. Simply permitting children to write as they have the need is not giving handwriting instruction nor can handwriting be taught once and then dropped from the instructional program. Production of legible writing at a reasonable speed can be achieved and maintained only as a result of constant and meaningful practice. Thus the handwriting program should be built around these basic goals:
>
> Encouraging pupils to use writing as a means for effective expression.
> Helping each child to discover how skill in handwriting aids expression.
> Having all pupils strive for neatness and legibility with moderate speed in their writing activities.
> Establishing practice periods as appropriate at all grade levels.
> Analyzing the handwriting faults of individual pupils and seeking their correction.
> Developing in each pupil a sense of personal pride and self-appraisal and a desire for self-improvement.
> Developing correct posture and the proper use of writing tools.

Specific Objectives

Selected teachers, principals, and supervisors wish to have clearly stated objectives, as advocated by behaviorists, in teaching-learning situations. The teacher then may need to write measurable objectives in handwriting. There is relatively little leeway in determining what is to be taught when viewing specific objectives. After instruction, the teacher may determine if learners have or have not achieved the precise objectives. It is vital to have pupils achieve relevant handwriting objectives. Reasonable specific objectives need to be written for learners. Learners might then be successful achievers. Learning activities to achieve specific objectives in handwriting should be interesting, have purpose, and be on the understanding level of pupils. Provision must be made to provide for individual differences when measurably

stated objectives are used in teaching handwriting.

The following are examples of specific objectives for pupils to achieve in handwriting.

1. The pupil will write three sentences using recommended alignment of words and letters.
2. The pupil will write the lower case cursive letters "a," "b," and "c" correctly as presented in class by writing a sentence.
3. The pupil will write five sentences using proper spacing of letters within each word.

The teacher after instruction may assess if pupils have or have not achieved stated objectives. It is important to correlate the teaching of handwriting with other curriculum areas in the elementary school. There are many learning activities in handwriting which correlate well with writing activities in social studies, science, mathematics, reading and other language arts areas, health, music, art, and physical education. Pupils need ample opportunities to practice quality handwriting in other curriculum areas in the school/class setting.

Yelon and Weinstein[4] wrote:

> Reinforcement, in the behaviorist view, is the single most important factor in learning. The law of reinforcement, sometimes called the law of effect, defines the shaping of behavior through reinforcers. A common example is the laboratory situation in which pigeons are trained to press levers for food; the training is accomplished by providing food each time the lever is pressed. Similarly, the law of reinforcement applies to human behavior; children may learn polite table manners, for instance, if their parents smile approvingly each time they eat correctly.

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[4]Stephen Yelon and Grace Weinstein, A Teacher's World, Psychology in the Classroom. New York: McGraw-Hill Book Company, 1977, pages 116-117.

> Every element of human thought and feeling, according to behaviorist learning theory, may be defined in terms of reinforcement--not just table manners but good study habits and socially approved behavior of all kinds, even love itself. Techniques which manipulate reinforcement alter the learning process.

Learning Activities in Handwriting

There are a variety of learning activities that may be provided for learners in handwriting. Individual differences must be provided for in any classroom. Pupils will vary much from each other in handwriting achievement. The teacher must consider the present achievement level of each child in handwriting before learning activities are selected to achieve new stated objectives. The kinds of learning activities that are selected in handwriting may well depend upon the way this school curriculum area is organized. For example, the classroom teacher may decide to teach handwriting as a separate subject with no relationship being emphasized with other curriculum areas in the elementary school. The teacher then assumes that pupils automatically will use acquired handwriting understandings, skills, and attitudes in new writing situations involving the social studies, science, mathematics, the language arts, health, music, physical education, and art. The writer definitely feels that classroom teachers must assist learners to see the uses of what has been learned previously. Thus, learners must perceive that what has been learned earlier can be utilized in ongoing learning activities.

The teacher of handwriting will definitely wish to correlate handwriting with other areas in the school curriculum. If the teacher is teaching spelling, he/she will also wish to emphasize quality handwriting. Handwriting errors can make for incorrect spelling of words. For example, learners who do not cross the "t" in cursive writing and leave a loop in that same letter are

actually writing the letter "l" when the letter "t" was intended to be written. The teacher then may definitely want to correlate handwriting with spelling.

Handwriting may be taught as being related to any curriculum area in the elementary school. For example, in the final product that is written in a health unit of study, a learner may exhibit improved handwriting in a report on proper dietary habits. The quality of handwriting exhibited may be assessed in terms of what the learner can reasonably well achieve. Additional examples of relating handwriting to different curriculum areas will now be discussed.

Mathematics and Handwriting

Products of learners in mathematics become difficult to evaluate if the written work is slovenly done and illegible. Thus, the teacher has an important responsibility in guiding learners to write numerals and symbols in mathematics legibly. The learner may then communicate ideas more effectively if this is done. Individuals communicate content in many different ways. Writing numerals and symbols pertaining to mathematics is a form of communication of ideas to others. It is imperative then that numerals and symbols be written legibly so that effective communication of ideas may take place. Neatness in these written products is also important.

Occasionally, learners will be writing reports in mathematics based on research. If pupils are studying the Roman system of numeration, they may wish to gather information from different reference sources and complete a written report on this topic. The best handwriting of the individual pupil needs to be expected in the final product.

Science and Handwriting

There are numerous opportunities for pupils to utilize handwriting in the science curriculum. Among these important learning activities might be the following:

1. A committee of pupils or individual learners may write up the findings of a science experiment.
2. Individually or within a committee, pupils might write a method of procedure to follow in order to conduct an experiment.
3. A report may be written on a chosen topic related to an ongoing science unit. Topics, such as "magnetism," "electricity," "atoms," "electrons," "protons," and "neutrons" might well make for quality content in written reports.
4. Temperature readings could be recorded on a daily basis in a unit on "Climate in Our Community."
5. Notes may be written pertaining to a selection read from an encyclopedia or science textbook.
6. An outline might be written from content read using a variety of reference sources.
7. Criteria or standards ought to be written on being an effective member and/or leader of a discussion group.
8. Summaries could be written on main ideas presented in a filmstrip or film presentation relating to the science unit being studied.

Science teachers must always think of a variety of learning activities for learners in order to provide for individual pupils within a class.

Social Studies and Handwriting

In a self-contained classroom or in a departmentalized plan of teaching, the teacher can stress the importance of handwriting pertaining to writing activities in the social studies. The following, among others, might provide quality learning activities for pupils:

1. Business letters could be written to order free charts, pictures, and other audio-visual aids related to the ongoing social studies unit.
2. Friendly letters might be written to pen pals. These pen pals may come from countries presently being studied in social studies, or having been studied in the past.
3. Generalizations and main ideas may be written on content read from diverse reference sources.
4. Important facts read relating to a relevant question raised by learners in an ongoing social studies unit may be recorded.
5. Announcements can be written inviting another class to observe culminating activities for a specific unit in social studies.
6. Speaking parts for a play may be written cooperatively by a committee of pupils relating to a specific part of a social studies unit. In a unit on "Discovering New Lands" learners might write a play to interpret how explorers felt when new lands were being discovered. The play can be presented to other members of the class and to other classes of children.
7. Directions could be written in making relief maps which relate to a unit being studied. For example, if pupils are studying a unit on Australia, they might make a relief map on that country.

8. Standards can be developed by the class on giving effective oral reports. Reports may be given to the entire class by individual pupils or by a committee of children. Reports given could be assessed in light of these written standards.
9. An outline may be written relating to important conclusions reached in reading an important selection in social studies.
10. When pupils are engaged in presenting hypotheses pertaining to content in a picture, object, or problem, handwriting experiences then become a reality in functional situations in the classroom.
11. Learners may take notes relating to a discussion that has taken place.

Handwriting and the Language Arts

Handwriting is a part of the language arts curriculum in the elementary school. Handwriting thus becomes an inherent part of language arts as well as the other curriculum areas in the elementary school. Selected learning activities, among others, that pertain to handwriting in the language arts could be the following:

1. Pupils with teacher assistance might label objects in the classroom in a reading readiness program using manuscript writing.
2. Handwriting textbooks can be utilized in lessons as the need and purpose arises.
3. Experience charts might be developed with teacher guidance in a reading readiness program. Learners may notice what is said orally can be written down in manuscript letters. Cursive writing will be introduced later on.
4. Learners can write ideas over content that has been read pertaining

to different purposes in reading. These purposes involve critical reading, reading to follow directions, factual reading, reading for a sequence of ideas, creative reading, reading for main ideas, and reading to develop generalizations.

5. Pupils need ample opportunities to practice forming letters correctly, writing letters and words with recommended alignment, slanting letters properly, spacing words and letters legibly, and using proper proportion of letters.
6. Pupils with teacher leadership may write news items. The resulting newspaper could be sent home weekly, biweekly, or monthly on important happenings in class.

Health and Handwriting

Many interesting learning activities provided for pupils in the area of health could also help learners achieve important goals in handwriting. The following learning activities in health education may assist learners to improve in handwriting:

1. Learners may take notes over a talk given by a physician pertaining to improving health practices in everyday living.
2. Main ideas could be written covering a set of slides or pictures presented by a registered nurse related to improving healthful living in the community.
3. Each pupil might write a personal experience chart pertaining to contents from a filmstrip relating to a facet of healthful living.
4. Letters can be written to members of the city council making recommendations on improving polluted areas.

5. Menus for a week may be written pertaining to balanced diets for individuals.
6. Business letters can be written to order free materials relating to health units of instruction.

In Summary

When writing objectives for learners to achieve, it is of utmost importance for the teacher to consider each pupil's present achievement level. The teacher also must consider trends in society and their importance in determining handwriting goals. Objectives may be stated broadly as is the case of general objectives in the curriculum area of handwriting. Specific objectives can also be written which may be achieved in a relatively short period of time. General objectives are achieved over a longer period of time. The teacher must determine rational balance among understandings, skills, and attitudinal objectives that learners are to achieve. Each category of objectives is vital to emphasize in teaching-learning situations.

The teacher must think of various methods to use in teaching handwriting. These varied approaches are necessary to provide adequately for each learner in class. Handwriting correlates well with each curriculum area in the elementary school. The pupil must exhibit improved handwriting in the final product that has been written. The child generally may not reveal improved handwriting at the time that content is being written. Ideas come first when writing content. However, the learner can always show improved handwriting in the final written product. Legibility in handwriting must permeate and be emphasized as being important in all curriculum areas in the elementary school.

Questions for Thought and Discussion

1. In your own thinking, what role should textbooks have pertaining to the teaching of handwriting for elementary school pupils?
2. In developing the handwriting curriculum, what standards or guidelines should the teacher follow?
3. Examine several series of handwriting booklets for elementary school pupils:
   (a) which objectives are stressed most frequently for learners to achieve?
   (b) which methods of teaching are emphasized frequently in order that pupils may achieve the desired objectives?
   (c) which assessment procedures are recommended to determine learner progress in handwriting?

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CHAPTER EIGHT

LISTENING AND THE PUPIL

Listening carefully to ideas expressed orally by others is important. This is important for a number of reasons. Respect for other individuals and their thinking is then revealed. It is a way or means of developing new learnings. Feelings of belonging may be achieved when interacting with other human beings; listening is important in the process.

There are many situations in life in which careful listening is important. The following, among others, represent some of these situations:

1. conversing with others.
2. participating in a discussion.
3. interviewing visitors and guests.
4. making introductions.
5. participating in a dramatization.
6. answering questions raised by others.
7. listening to a lecture or explanation.
8. listening to muscial recordings.
9. responding to sounds in the environment pertaining to one's safety.
10. reacting proficiently to sounds in the environment requiring selected responses.

Diverse levels of listening are the lot of pupils on an individual basis.

1. Hearing sounds of words but not reacting to the ideas expressed: a mother knows that Daryl is speaking.
2. Intermittent listening--turning the speaker on and off: hearing one idea in a sermon but none of the rest of it.

3. Half listening--following the discussion only well enough to find an opportunity to express your own idea: listening to a conversation to find a place to tell how you handled a child.

4. Listening passively with little observable response: the child knows the teacher is telling him once again how to walk in the hall.

5. Narrow listening in which the main significance or emphasis is lost as the listener selects details that are familiar or agreeable to him: a good Democrat listening to a candidate from another party.

6. Listening and forming associations with related items from one's own experiences: a first-grade child hears the beginning sound of Sally, says, and said, and relates it to the letter s.

7. Listening to a report to get main ideas and supporting details or follow directions: listening to the rules and descriptions of a new spelling game.

8. Listening critically: a listener notices the emotional appeal of words in a radio advertisement.

9. Appreciative and creative listening with genuine mental and emotional response: a child listens to the teacher read Miracle on Maple Hill and shares the excitement of sugar making.[1]

Principles of Learning Applied to Listening

The psychology of learning has much to offer in providing guidelines for an appropriate environment facilitating the development of listening skills. The teacher must follow recommended guidelines pertaining to teaching and learning which aid pupils in developing needed skills in listening.

1. Learning activities should be interesting to encourage improved listening on the part of pupils. Too frequently, experiences in the

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[1]Paul S.Anderson and Diane Lapp, Language Skills in Elementary Education, Third Edition. New York: The Macmillan Company, 1979, page 98.

classroom have been boring and result in poor listening.

Dawson, Zollinger, and Elwell[2] list the following appreciative listening activities, among others, which might well capture learner interests:

> Oral reading will often be the background for responsive listening as the listeners (1) sketch an original cartoon of a character or situation portrayed in a story; (2) pantomime, activate puppets, or dramatize spontaneously in response to a story just listened to; (3) individually tell or write an original ending to a high-quality story; and (4) make sound effects with rhythm band instruments as the teacher reads a poem or story portraying different kinds of weather or rates of motion; for instance, as a character strolls, walks briskly, stumbles, lopes, pauses and walks softly, races, and leaps to safety.
>
> Storytelling, too, gives opportunity for the children to learn to listen appreciatively and creatively; for instance, they (1) tell chain stories in which each participant carries on from where the preceding speaker stopped; (2) witness the first act of a play planned and presented by a committee, then spontaneously make up the next act; (3) listen for leads in prepared stories told by members of a special committee, these leads to suggest spontaneous stories on the part of the listeners; and, (4) for advanced pupils, keep notes of the ideas suggested by the poems and stories presented by the teacher or their classmates.

The teacher must know as much as possible about the interests of individual pupils. Learning activities related to unit titles may be based on pupils' interests. Thus, learners having hobbies such as collecting coins, stamps, rocks, pennants, and other items, can bring these to school pertaining to a unit on hobbies. As learners tell about their hobbies, skills pertaining to listening are involved. Pupils need to listen carefully to the presentation of others. They also must listen to questions of listeners pertaining to specific

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[2]Mildred Dawson, Marian Zollinger, and Ardel Elwell, Guiding Language Learning, Second Edition. New York: Harcourt, Brace and World, Inc., 1963, page 163.

hobbies being presented.

The teacher then should attempt to select learning activities which stimulate learners in wanting to listen carefully to ideas being presented. Content discussed in films, filmstrips, slides, and other audio-visual materials on the understanding level of pupils can aid learners to become better listeners.

Problem solving activities may guide pupils to improve their listening vocabularies. Ideas are shared when pupils in committees identify problems, obtain needed information, and revise necessary hypotheses. Problem solving activities may generate much interest in learning on the part of pupils.

2. Teacher-pupil planning can aid learners in listening. Teaching very often has amounted to lecturing and explaining. Thus, a one-way street of communication is in evidence. Eventually, pupils may lack purpose in learning since there are few opportunities to ask questions in terms of what is valuable to pupils. Pupils, of course, must perceive reasons for learning.

   Teacher-pupil planning means that learners participate in actively presenting ideas as well as listening to content. Pupils might then have a voice in determining what is to be learned as well as how the learning is to take place. They may also be involved in assessing their own achievement. Thus, pupils become participants in determining the elementary curriculum. The concerns of pupils should be in evidence in teaching-learning situations in the class setting. If the concerns of pupils become an important part of the elementary curriculum, purpose is then involved in learning.

3. Variety in learning experiences can help to develop needed skills in listening. Sameness in learning experiences generally forces listeners in turning off to ongoing learning activities. If improved listening is to take place within pupils, learning activities must be varied. There are more kinds of experiences that can be provided for pupils than ever before. It behooves the teacher to select those which help pupils to listen more attentively.
4. Pupils must receive direct practice to achieve at an optimum rate in listening. Learnings that pupils have developed pertaining to listening should be applicable and transferable to new situations. The teacher needs to provide experiences for pupils where skills in listening can be developed. Developed skills must be relevant and useful. Thus, the teacher might have pupils listen to various sounds in the environment when taking an excursion on or near the school grounds. Learners may identify the sounds as to their source or origin. The teacher as well as pupils might record diverse sounds and have learners in the class setting identify their cause or causes. The teacher, also, could have learners put their heads on their desk and not see the source of sounds, while the teacher crumbles paper, pours water into a tumbler, and taps a pencil. Pupils can guess what made each of these sounds to occur. Hopefully, as a result of direct experiences pertaining to the identification of sounds, pupils will transfer learnings to new situations. Improved listening might then occur in the classroom setting.
5. The teacher must provide for individual differences in listening. Each child differs from others in many ways such as in height, weight,

energy level, health, capacity, and achievement. The teacher must make definite provisions for individual differences in the class setting. To be sure, selected pupils will be better listaners as compared to others. Two pupils may even be quite similar in capacity and achievement; however, one of these learners will comprehend content better in learning activities involving listening. When differences exist in capacity of two pupils, generally the pupil with the higher capacity should achieve better in listening activities, all things being equal.

The ability to comprehend well in learning activities involving listening may well depend upon factors such as the following:

(a) background information of pupils.

(b) interest in the topic being presented.

(c) motivation of pupils in desiring to learn.

(d) content being presented on the understanding level of pupils.

(e) sequence of ideas being presented.

(f) methods used in presenting ideas.

(g) enthusiasm of the presenter of content.

(h) impression made by speaker on listeners.

(i) use of appropriate gestures, facial expressions, and body movements of the speaker.

6. The teacher must accept each pupil regardless of race, creed, or socio-economic level. Pupils come to school representing diverse socio-economic levels. The home situation may or may not have the following benefits educationally for pupils:

(a) reading materials for pupils.

(b) discussing content with children in a meaningful way.

(c) having an atmosphere of empathy and respect.

(d) children being involved in the making of decisions.

(e) parents reading to themselves and thus setting a model for pupils.

(f) parents taking pupils to visit places of importance such as museums, circuses, and other points of interest.

(g) appropriate clothing for children.

(h) nutritious meals for members of the family.

(i) concern for health and safety of children.

The home situation must provide what is of benefit to children. However, as is well known and documented, selected pupils lack having needed experiences in the home which make for a sound educational background. Pupils may come to school lacking proper fitting and clean clothing. It may then be difficult for some teachers to accept these individuals as having worth. Each pupil must feel he/she is wanted and valued in the school setting for optimum achievement to take place. A child that feels he/she is not a part of the class will hardly achieve optimal development. All pupils must be accepted by the teacher; each child can then be guided to realize optimal development. This is true of the language arts area of listening as well as other curriculum areas.

7. Pupils should be actively involved in learning for the highest achievement in listening to occur. A passive receiver of information cannot achieve to his/her optimum in listening. Pupils need to have a stimulating environment in order that improved listening habits may result.

The teacher must emphasize proper balance among diverse learning activities to emphasize pupils growing in listening, speaking, reading, and writing. This definitely means that the listening vocabulary should not be deemphasized. Too frequently, skills objectives in listening have not been stressed adequately in teaching-learning situations. The classroom teacher must stress the importance of having pupils achieve relevant objectives pertaining to listening. If learning centers are used in the classroom setting, the following might serve as a model:

(a) a discussion center. Here, pupils could discuss a selected picture, from among others. The pictures should stimulate curiosity and involve learners in a lively discussion at the learning center. Active participation on the part of pupils is to be desired in learning experiences involving listening. At the discussion center, pupils could also discuss relevant issues in the current affairs program. Issues being discussed should provide for situations in which pupils have an inward desire to listen attentively.

(b) an audio-visual station. Pupils in a committee could view selected filmstrips, films, and slides pertaining to ongoing units of study. Following the presentation, learners could discuss and present their findings to the total class. In the discussion, learners need to present ideas as well as listen to the thinking of others.

(c) a listening center. Pupils may listen to cassette recordings of their choosing related to specific units being studied

presently. A task card could be an inherent part of the center. From the card, pupils individually may select sequential activities to complete. Each pupil might then be assessed in terms of having understood and gained ideas through listening when responding to selected questions on the task card.

(3) oral reading and storytelling center. Here, pupils in a small group may listen to stories being read orally or to stories being told by learners or by the teacher. Careful listening is important in this teaching-learning situation. Hopefully, the stories read and told make for active involvement in listening.

Chambers and Lowry[3] wrote:

> Active listening is specialized listening. It is listening to receive special, important information. This is listening with a definite purpose. The conductor listens actively as he rehearses his orchestra. The physician listens actively through his stethoscope. The athlete listens actively to directions from his coach. Active listening implies readiness, listening for a special purpose. Children listen actively to a spelling list being read by a teacher, since after they hear a word on the list, they are required to write it on paper.
>
> Active listening does not comprise most of the child's listening efforts. Often he does not know how or when to listen actively. He will usually need clues so that he can listen in an active way. A good teacher will provide these clues. She many times will have a device that will bring children's attention to her, so that they will be able to participate in active listening. Such a device as calling for attention and waiting until all eyes are toward her and quiet prevails is a common one. Preschool and kindergarten teachers many times will strike a chord on the piano or ring a special bell to bring children to attention so they will listen in an active manner.
>
> It is probably wise also to tell children that they will

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[3]Dewey Woods Chambers and Heath Ward Lowry, The Language Arts. Dubuque, Iowa: Wm. C. Brown Publishers, 1975, pages 12 and 13.

receive directions or other information that is important to them. It is good to simply tell them that they need to listen carefully! What the teacher is actually doing is structuring their listening. They are told to listen carefully, and why they are to listen carefully. Sometimes it is necessary to present the information and/or directions more than once. After they have been given, many teachers will ask a student to repeat what they have heard, so that additional reinforcement is provided. Active listening is specialized listening. Teachers must realize that some children will not know how to listen in this way and will need help in learning this skill.

Passive listening describes that level of listening that does not require the attention, the concern for detail, or any specific requirements of active listening. This kind of listening is largely an unconscious process and contrasts with active listening, which is largely a conscious process. Passive listening is the kind of listening that one does as he listens to the radio, aware of the sound, but not paying great attention to it. One responds to classroom "hum" in a passive way, aware that it is present, but not consciously concerned with it. The everyday sounds of the world are heard in a passive way. They occur and pass with little attention from the listener. Only when the listener is given a clue that what he is hearing is of importance to him will this unconscious, passive listening become active and conscious.

Most of the youngster's listening (and the adult's, for that matter) is of a passive nature. He is aware of sound activity and accepts it passively. His environment teaches him to be actively aware of certain sounds for his protection or to satisfy needs. Other sounds will go relatively unattended.

Objectives in Listening

Dallmann[4] lists the following do's and don'ts for teachers in the area of listening:

1. Speak in a pleasant voice, one to which the pupils can enjoy listening.

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[4]Martha Dallmann, Teaching the Language Arts in the Elementary School. Dubuque, Iowa: Wm. C. Brown Publishers, 1976, page 74.

2. Build upon the listening experiences that the child has had at home and/or in earlier years at school.

3. Remember that listening is more than hearing, and help the boys and girls to recognize the fact that attention to a speaker's words often requires thinking.

4. Encourage the listener not to be so absorbed in his own ideas about a point the speaker has mentioned during the course of his talk that he will not note subsequent points the speaker makes in the rest of his talk.

5. Be a good listener yourself. When a pupil or other person is speaking, show by your behavior that you are listening to the speaker. Some teachers spend much of the time that they should spend in listening by watching members of the audience. This is bad practice because boys and girls may develop the habit of not listening as they note the teacher's inattentive manner.

6. Guard against giving instructions such as "Let's all pay attention." Rather, indicate for what the pupils should be listening.

7. Avoid the practice, in which some teachers engage, of repeating directions or explanations unnecessarily. Otherwise the pupils may develop poor habits of listening, as they realize the teacher will most likely make his explanation more than once. Or the pupil may be bored by that which the teacher repeats. However, the teacher should be careful that he makes his points clear. At times, for example, after the teacher has given a direction of more than one step, a pupil may be asked to make application of it for demonstration purposes, to insure that the point is made clear to those who are listening.

8. Discourage interruptions of the speaker, even if he makes an error in speech or in facts presented or in deductions from facts he presents.

9. Don't encourage fake attention. The teacher might lead a discussion on the fact that merely looking intently at the speaker does not guarantee good listening. He can help the pupils to understand that a person looking intently at the speaker may sometimes feel justified in letting his mind wander rather than concentrating on what the speaker is saying.

Objectives for pupils to achieve in listening must be selected carefully. Only relevant objectives should be stressed in teaching-learning situations

Following the selection of objectives, learning experiences must be selected for pupils. Ultimately, assessment must take place to determine if the objectives have been realized. If objectives have not been achieved, the teacher needs to determine causes. New or modified learning experiences may need to be selected so that pupils can achieve the stated objectives. Or, the original objective(s) may need to be omitted or stated at a less complex achievement level.

The following, among others, may be relevant objectives for pupils to achieve in listening:

1. to recall factual information, main ideas, generalizations, and summary statements.
2. to attach meaning to content presented by others.
3. to utilize learnings obtained within new situations such as in problem-solving activities.
4. to analyze content critically in terms of separating opinion from facts, inaccurate statements from accurate statements, and imaginary situations from situations involving reality.
5. to listen creatively with the intent of achieving new, unique, novel ideas.
6. to listen attentively to ongoing presentations.
7. to listen to ideas of others in an atmosphere of respect.
8. to desire to improve in the area of listening.
9. to diagnose one's own difficulties in listening and working toward remedying these deficiencies.
10. to listen proficiently to diverse types and kinds of oral presentations such as in conversations, discussions, interviews, and in the making of

introductions.

11. to develop adequate background information so that goals in listening can be realized to their optimum.
12. to evaluate ideas expressed by others in terms of desirable criteria.

The teacher also needs to have objectives which are relevant to use in teaching-learning situations. Thus, the teacher may emphasize the following objectives involving listening:

1. presenting content on the understanding level of pupils.
2. varying the kinds of learning activities to promote optimum pupil achievement in listening.
3. working in the direction of pupils enjoying ongoing learning activities to increase listening potential.
4. providing for individual differences among learners in listening.
5. valuing the worth of each learner so that an adequate self-concept may result.
6. helping pupils develop respect toward others.
7. developing a relaxed environment free from threats and tension.

Learning Experiences and Listening

> Imagine you are in a vast convention hall filled with an immense display of the latest, brightest, and best educational materials: film strips, tapes, movies, magazines, workbooks, photographs, craft kits, cutouts, stencils, and textbooks. Except for these items spread in colorful array, the room is empty. Until one human being enters the scene, walks, stops, looks, and touches, all the materials are nothing but inert matter, just as the magician's props are nothing but objects until used by the individual who can change them into something wonderful.
>
> Creative teachers can transform ordinary learning into a magical moment. They can translate routine lesson plans

> into memorable experiences. They can present facts in such original ways that the facts fuse with other, deeper understandings and result in exciting discoveries for the student.[5]

A variety of learning experiences must be provided for pupils so that stated objectives in listening can be achieved.

The teacher may select and read interesting stories and library books to pupils. Periodically, stimulating questions might be asked of pupils pertaining to content read to evaluate achievement in listening. Questions asked should not hinder in developing improved skills in listening.

Pupils in committees may take turns reading selected stories to each other. The content of these stories can be discussed within the committee. The teacher then has opportunities to assess each pupil's achievement in listening.

The teacher, as well as pupils, might engage in the telling of stories. Pictures, objects, and charts may be used in the learning activity. Following the telling of stories, pupils with teacher guidance may discuss major generalizations achieved in the listening activity.

Selected intervals of time may be used to provide direct experiences for pupils in listening. Thus, pupils may tell of sounds heard presently in the class setting. Pupils could bring to class an object that would make a certain sound; listeners not seeing the object may guess the source of the sound. Learners individually might also make selected sounds without the use of objects. Other pupils, having their eyes closed and heads on their desks, may determine the cause of these sounds.

Pupils with teacher guidance may develop appropriate standards pertaining to listening. Periodically, pupils could evaluate their own personal achievement

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[5]Mimi Brodsky Chenfeld, teaching language arts creatively. New York: Harcourt Brace Jovanovich, Inc., 1979, page 36.

in listening in terms of the agreed upon guidelines.

There are many kinds of learning activities to assist pupils in becoming better listeners. The activities must be interesting, purposeful, meaningful, and provide for individual differences. The following, among others, may provide experiences for pupils requiring skill in the area of listening:

1. discussing content read from reference sources.
2. evaluating the results of a science experiment.
3. planning a mural, frieze, or diorama within a committee.
4. making and evaluating relief maps, models, and toys relating to an ongoing social studies unit.
5. working cooperatively in solving a mathematics problem involving a new process.
6. assessing cooperatively in an atmosphere of respect, written or oral reports presented in reading.
7. planning well balanced meals in a unit on nutrition in the health curriculum.
8. assessing achievement in small groups toward achieving objectives in physical education, art, and music, as well as in other curriculum areas in the elementary school.

In Summary

It is important for teachers to follow important principles of learning when guiding pupils toward improved skills in listening. Objectives which pupils are to achieve in listening should be carefully selected and relevant from the learner's own unique perception. Experiences pertaining to listening should assist pupils to achieve desired objectives. How well pupils listen in

any given situation may depend upon the following:

1. the child's maturity level.
2. the child's general ability.
3. the child's interest in the topic at hand.
4. the child's previous experience with the material being presented.
5. the type of material being presented.
6. the listening "climate" created by the teacher.
7. the children's rapport with the teacher or the speaker.
8. the quality of the teaching.
9. the attitude and ability of the teacher (or speaker) to relate to the child.
10. the demands made on the child during the listening period.
11. the child's listening readiness.
12. the child's established listening habits.
13. the child's ability to adjust to any abnormal or unpredicted situation.
14. the physical-emotional tone of the room.
15. the child's acquired listening skills.
16. the adjustment of speed of reception with the speed of delivery.
17. the creative set to listen.
18. the child's general health and the social-emotional climate of his home.[6]

Questions for Thought and Consideration

1. Read several chapters on listening from diverse college and university level textbooks pertaining to the teaching of language arts in the elementary school.
   (a) Which objectives in listening do writers emphasize most frequently?
   (b) What are some important learning activities, according to these writers, which you could use in teaching-learning situations to aid pupil achievement in listening?
   (c) According to these writers, how should pupil achievement in listening be evaluated?
2. Assume that you are developing a language arts curriculum guide pertaining

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[6]James Smith, Adventures in Communication. Boston, Massachusetts: Allyn and Bacon, Inc., 1972, page 137.

to the area of listening:

(a) which objectives, do you think, should be an integral part of the guide?

(b) which learning experiences, in your thinking, would best help pupils achieve the desired ends?

(c) how should pupil achievement be assessed?

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CHAPTER NINE

SPELLING IN THE CURRICULUM

Learners in the school setting need to become proficient spellers. Being a good speller assists in communicating written content to readers. Effective written communication is certainly hindered when an increasing number of words is misspelled. Thus, in writing business and friendly letters, plays, poems, stories, announcements, and thank you notes, as well as in filling out job application forms, the writer needs to spell words correctly in order to communicate content effectively to receivers of written products. Writing, which includes spelling, is one of the three r's (reading, writing, and arithmetic) in the curriculum. Society deems it highly significant for all individuals to express themselves well in the area of written expression.

Smith[1] lists the following objectives in the spelling curriculum:

1. To help each child learn to spell correctly those words which he will need in order to express his own ideas in writing.

2. To develop in each child a basic set of principles and concepts that will help him to spell familiar words.

3. To create interesting drill exercises and techniques to help each child fix in his memory images of those spellings which are essential to social courtesy, but which are exceptions to the principles and concepts of ordinary spelling.

4. To instill in each child a desire to spell correctly and an attitude that good spelling is a social courtesy in the communication process.

5. To help each child form good study habits in spelling

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[1]James A. Smith, Adventures in Communication. Boston: Allyn and Bacon, Inc., 1972, page 429.

which help him to attack unknown words intelligently. This includes the intelligent use of reference materials.

The Psychology of Learning and Spelling

There are selected guidelines which teachers need to emphasize in the teaching of spelling. These criteria reflect the thinking of educational psychologists pertaining to providing for individual differences among pupils. Which guidelines might be followed by teachers to help each pupil achieve optimally in spelling?

Each pupil should be assisted to perceive interest in learning to spell words. To provide interesting experiences for pupils, the teacher must definitely vary the kinds of spelling activities provided for pupils. Among other activities, pupils may experience spelling activities involving the use of games, puzzles, the basal textbook or multiple series textbooks, films, filmstrips, slides, and transparencies. The language arts teacher needs to capture learner interest if achievement in spelling is to receive optimal development.

Secondly, pupils need to perceive purpose in learning to spell any given set of words. If learners sense purpose in learning, reasons will be accepted intrinsically in mastering the correct spelling of functional words. The teacher needs to guide pupils to accept as worthwhile, effort put forth in learning to spell words accurately. Correct spelling of words is necessary in order to communicate effectively with others.

Lee and Rubin[2] provide the following purposes in pupils learning to spell a given set of words:

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[2]Doris M. Lee and Joseph B. Rubin, Children and Language. Belmont, California: Wadsworth Publishing Company, 1979, page 214.

> Each child needs to learn the words he or she wishes to write at the time that child wants to write them. Words children need to learn to spell are those they spell incorrectly in their everyday writing. And the only real test of whether children have mastered a word is whether they consistently spell it correctly in their writing.
>
> Spelling programs should be differentiated for children on the basis of need. If children do not misspell words, they do not need to study spelling. If they only occasionally misspell words--and it is impossible to predict which words they will misspell--they need only to learn to spell the words they miss.
>
> It makes no sense for children to learn to spell a word that is not in their speaking or writing vocabulary. There is no point in teaching children to spell words that they are unlikely to use in the near future. When a class is discussing crustaceans, the children do not need to learn to spell crustacean. The teacher can display the word on a chart or chalkboard for the duration of the project so that children can copy it in their writing. Some children will undoubtedly learn to spell it, but there is no need to burden all of the children with the requirement of learning such terms.
>
> Introducing new words to children as spelling words does not increase their vocabulary significantly. Words that become meaningful are those tied to personal experience--not just experience with the word, but experience with that which the word symbolizes. If children have only looked at pictures and read and talked about crustaceans, most children will forget the word very quickly. They will remember the word and want to use it only if the word has become theirs through experience: finding some crabs, comparing them with lobsters they have seen in the meat market, handling crabs and feeling their firm shells, trying to pull barnacles off the rocks, trying to think of other sea life that belongs in the same category. If children want to write the word crustacean, they will learn how to spell it. The words that need to be learned must be related directly to each child's own writing.

Thirdly, learners need to attach meaning to ongoing activities and experiences. Thus, in learning to spell a set of words, pupils must be able to accurately pronounce and read each word. Also, pupils individually need to know vital definitions pertaining to each word being studied in spelling. These words should also be utilized in meaningful sentences by pupils. It

is highly significant then for pupils to achieve meaning and understanding in the spelling curriculum. A lack of meaningful learnings hinders pupil achievement in the area of spelling.

Fourthly, individual differences among learners need adequate attention. In any grade level, except perhaps early primary grade pupils, there are highly proficient spellers. Average and slow learners are also in evidence. Thus, it behooves the teacher to guide each pupil to achieve optimally in spelling.

> Within every heterogeneous classroom there are wide variations in the children's physical and emotional health and in their out-of-school experiences. The children are highly individual persons, shaped and influenced by the environment in which they have developed. The teacher's most challenging responsibility is to provide a program that meets children where they are, recognizes their potential, capitalizes upon their strengths, and moves them along at a pace consonant with their ability. She recognizes individual variations in--
>
> ability to understand and speak standard English;
> ability to observe and listen;
> ability to deal with abstraction;
> size and appropriateness of vocabulary;
> number and accuracy of concepts acquired; and in
> desire and ability to verbalize experiences.
>
> Children learn at different rates and consequently require different materials, experiences, and instructional techniques; a single group activity often affects each member differently. . . .[3]

Regardless of the source utilized to select an individualized list of spelling words, the number of words to be mastered in spelling by a pupil should harmonize with his/her capability level or levels. A variety of learning activities in spelling should assist pupils to achieve optimally in the language arts curriculum. Pressuring or forcing pupils to achieve at an impossible level defeats tenets of a relevant spelling curriculum for pupils.

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[3]Mildred R. Donoghue, The Child and the English Language Arts. Dubuque, Iowa: William C. Brown Publishers, 1975, page 21.

Measurably Stated Objectives and the Spelling Curriculum

Words are spelled either correctly or incorrectly. Thus, teachers might wish to emphasize precise objectives in the instructional arena. With the utilization of specific ends, the teacher can guage the effectiveness of his/her teaching strategies. After instruction, it can be measured if a learner has or has not attained measurable goals.

The following are precise instructional goals in spelling for pupils to achieve:

1. The pupil will spell correctly nine out of ten words from unit ten in the basal textbook.
2. The pupil will volunteer to spell correctly five bonus words.
3. Through teacher-pupil planning of a given set of spelling words, the pupil will spell these words correctly with 90 percent accuracy.

The above list of spelling goals is an example of sequential ends for pupils to attain. An individualized spelling program might then be emphasized so that each pupil may achieve the stated ends at a unique optimal level of achievement. No two pupils may then be at the same place at the same time in the mastering of words in spelling.

Appropriate learning experiences must be provided by the teacher to assist each pupil to achieve stated ends. If, for example, pupils are to attain the following measurable goal--the pupil will write a business letter making no more than two errors in misspelled words when incorporating twelve words from the new spelling list, the teacher then needs to provide interesting, meaningful, and purposeful experiences to achieve the desired end. Ultimately, the teacher may measure if a pupil has/has not achieved the specific end--writing a

business letter containing no more than two spelling errors, involving new words from a specific list. Reasonable spelling goals need to be in evidence for each learner.

Methods in Learning to Spell Words Correctly

Each pupil continually uses a method (or methods) in learning to spell words accurately. If a pupil progresses continually toward optimal achievement in the spelling curriculum, effective methods of studying, no doubt, are being utilized. If an excessive number of words are continually spelled incorrectly, the involved pupil may well need assistance in developing appropriate methodology in learning to spell words correctly. Manuals in basal spelling textbooks suggest methods for pupils to utilize in mastering spelling words. Each learner will need to discover a method or several methods which work. Provision definitely needs to be made for individual differences in the spelling curriculum.

The writer suggests a method for pupils to utilize in spelling words correctly. One criterion is certain, pupils need to look at each work carefully. Pupils, as a whole, will not learn to spell well, if careful observation of each word is not made. An attention span of adequate length is needed in looking at spelling words carefully.

Secondly, each pupil needs to pronounce spelling words correctly. Leeway needs to be made for dialect differences among learners. Regional and local differences exist in word pronunciation. Within that framework, learners need to be guided to identify each word correctly. Linguists have advocated diverse levels of usage in speaking such as words chosen and utilized in presenting a talk to a professional group of educators as compared to utterances utilized in

speaking with friends or with preschool pupils. Also, pupils speaking non-standard English may retain respect for their language environment as well as achieve in learning to speak standard English. Standard English seemingly is prized highly in society and provides entrances to jobs, education, and economic opportunities.

As each pupil correctly pronounces a new word, careful attention needs to be given by the involved learner to sound-symbol relationships within the word. Irregularities in these relationships need adequate attention.

Thirdly, pupils need to practice writing the new word without looking at its correct spelling model. Before writing the spelling word again, the learner needs to check if his/her written word was spelled correctly. It pays to check the accuracy of a written word in terms of its correct spelling before using the word in functional writing experiences. Incorrect spelling of words might not become habitual in these situations.

Loban, Ryan, and Squire[4] wrote:

> The difference between good spellers and poor spellers often hinges on an effective method for learning to spell. Good spellers have solved the problem. They have a sequence for studying words they want to learn. Poor spellers merely look at a new word helplessly, and when they do try, use hit and miss methods that are ineffective and seldom the same from one time to the next.
>
> Why, then, should everyone not adopt the ideal method of learning used by the best spellers? The answer is easy. Good spellers do not all use the same method. However, almost all of them use some method, and by studying their various ways of learning to spell, each pupil can work out an habitual procedure suited to his own individuality. Among the steps used by good spellers, at least ten are often listed: looking at the word, copying the word,

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[4]Walter Loban, Margaret Ryan, and James R. Squire, Teaching Language and Literature. New York: Harcourt, Brace & World, Inc., 1969, pages 726 and 727.

> visualizing the word, listening to the pronunciation of the word, pronouncing the word, dividing the word into syllables, saying the letters in sequence, writing the word with large muscle movements (in the air or on a chalkboard) to get the feel of the word, analyzing the difficult places in the word, and using the word in a meaningful sentence. In addition, most competent spellers write their words in a careful, neat fashion. Sloppy, careless handwriting often results in a confused image of the word and uncertainty about its spelling.

Fourthly, the teacher needs to provide a variety of activities in writing to assist pupils to spell new words correctly in ongoing experiences and units of study. With continued use of the correct spelling of words, learners individually should retain mental images of accurately spelled words.

Cautions in the Teaching of Spelling

There are selected cautions which teachers need to emphasize in the teaching of spelling.

The English language has numerous irregularly spelled word. Thus, a lack of agreement in sound-symbol relationships is in evidence. For example, there are many ways to spell the long i /ī/ sound; among others, notice the following spellings of this sound: my, pie, sigh, buy, kite, white, and bye. A basic sight vocabulary needs to be developed by pupils pertaining to words which do not follow a rather consistent sound/symbol relationship.

There also are many consistencies between symbols and sounds in the spelling of English words, such as in ban, can, Dan, fan, man, Nan, pan, ran, tan, and van, among many, many other words.

Secondly, pupils need to learn to spell relevant words. Too frequently, learners have been forced to learn to spell unimportant words. Words for pupils to master in spelling should have high utilitarian values. Pupils perceive increased purpose in learning to spell words which can be used in

functional situations. What is used in functional situations will not be forgotten as soon as spelling words which have relatively little or no use.

Dolch[5] identified 220 basic sight words for reading mastery in the elementary grades. The sight words should also be relevant for learners in the area of spelling. Frequently used words in writing need to be mastered by pupils to cut down on the number of spelling errors exhibited in completed products. The Dolch words are the following:

a	to	out	could	when	tell	hot
and	two	please	every	who	their	hurt
away	up	pretty	fly		these	if
big	we	ran	from	always	those	keep
blue	where	ride	give	around	upon	kind
can	yellow	saw	going	because	us	laugh
come	you	say	had	been	use	light
down	all	she	has	before	very	long
find	am	so	her	best	wash	much
for	are	soon	him	both	which	myself
funny	at	that	his	buy	why	never
go	ate	there	how	call	wish	only
help	be	they	just	cold	work	own
here	black	this	know	does	would	pick
I	brown	too	let	don't	write	seven
in	but	under	live	fast	your	shall
is	came	want	may	first		show
it	did	was	of	five	about	six
jump	do	well	old	found	better	small
little	eat	went	once	gave	bring	start
look	four	what	open	goes	carry	ten
make	get	white	over	green	clean	today
me	good	will	put	its	cut	together
my	have	with	round	made	done	try
not	he	yes	some	many	draw	warm
one	into		stop	off	drink	
play	like	after	take	or	eight	
red	must	again	thank	pull	fall	
run	new	an	them	read	far	
said	no	any	then	right	full	
see	now	as	think	sing	got	
the	on	ask	walk	sit	grow	
three	our	by	were	sleep	hold	

[5]Edward W. Dolch, Methods in Reading. Champaign, Illinois: Garrard Publishing Company, 1955.

Thirdly, teachers need to utilize recommended methodology in the teaching of spelling. Readiness factors are very important. Thus, a pupil needs to be able to read a word before mastering its correct spelling. Meaningful learnings also need to be in evidence in that learners need to know a relevant definition or definitions pertaining to words being studied in spelling. Also, pupils need to be able to utilize spelling words correctly within sentences. Meaning theory needs adequate emphasis in teaching-learning situations.

1. Readiness for an activity implies that the child is sufficiently mature so that under favorable environmental conditions he can learn the activity with success and without undesirable effects upon him in other respects that would counterbalance or outweigh the gain made through acquisition of the skill.

2. Into activities such as "learning to walk" a child cannot be forced. Readiness for walking, like that for many other activities, is primarily a matter of the "unfolding of the design" of the individual. Barring highly unfavorable environmental influences, the child will acquire such a skill in its rudimentary form almost by himself. For the initial acquisition of such skills there is not much that the adult can do to facilitate learning other than provide a background that is not inimical to acquiring them. What is usually referred to as "teaching" is, in such cases, of little or no avail.

3. In the acquisition of many types of skills there is not merely one stage of readiness, namely that for the initial learning of the skill. There also is need for readiness for later stages in learning of the skill. For example, there is not only a necessity for readiness at the beginning stage of reading instruction but also at later stages that include the development of skills such as learning to use the dictionary.

4. Frequently "readiness" for one of the noninitial stages of acquiring a skill is chiefly excellent performance in the preceding stage in the development of the skill. For example, probably the most desirable way of getting ready to learn to arrange words in alphabetical order is to have proficiency

in the preceding stage of knowing the letters in alphabetical order.

5. Because frequently the best evidence of "readiness" for one of the noninitial stages of acquiring a skill is excellent performance in the preceding stage, it is important that the teacher should recognize the desired sequence of stages in the development of the skill. This sequence should be in optimum psychological order of learning, not in logical sequence if there is a discrepancy between the two.

6. Frequently all pupils in one classroom are not ready for acquiring a new skill at the same time. Consequently careful diagnosis of the needs and abilities of boys and girls is of paramount importance, and provisions for adapting instruction to individual differences are necessary.

7. Whether or not a child is ready to begin to learn in a given area is dependent to a considerable extent on the methods and materials used in the teaching. Care should, therefore, be taken to try to select methods and materials suitable for each child.[6]

Fourthly, selected learners have experienced considerable failure in learning the correct spelling of words. The language arts teacher needs to determine where each learner is achieving presently in spelling. The teacher then needs to provide learning activities which assist each pupil to experience continuous success in spelling.

Too frequently, pupils have lacked motivation in spelling due to a lack of challenge in learning to spell words. Toward the other end of the continuum, spelling words for pupils to master can be too complex. A learner may then give up in learning to spell words due to complexity of subject matter being emphasized. New spelling words for pupils to master in spelling need to be attainable.

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[6]Dallman, Martha, Teaching the Language Arts in the Elementary School. Third Edition. Dubuque, Iowa: Wm. C. Brown Publishers, 1976, page 8.

Fifthly, undesirable attitudes toward spelling on the part of pupils are difficult to change. But, language arts teachers must work hard to develop quality feelings within pupils in learning to spell words correctly. Thus, the teacher needs to select important objectives, relevant learning activities to achieve desired ends, and evaluation procedures which are valid and reliable to ascertain learner progress.

Kyte[7] identified 100 vital words for pupil mastery in reading. These words might also be equally significant for learners to master in spelling:

I	go	all	that
a	went	name	girl
the	her	school	out
and	when	are	much
my	for	Santa Claus	party
to	you	said	am
is	has	then	going
we	very	father	sister
in	little	time	man
like	they	snowman	get
it	good	new	were
he	had	toys	make
have	snow	so	birthday
on	at	will	but
was	some	every	pet
me	day	saw	see
play	can	big	boys
with	got	home	not
dog	baby	our	brother
she	him	boy	cat
of	do	nice	them
too	house	up	ball
Christmas	there	fun	Saturday
doll	his	train	put
one	likes	balloon	children
			c

Philosophy of Education and the Teaching of Spelling

There are diverse philosophical schools of thought in teaching learners.

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[7]George C. Kyte, "A Core Vocabulary for the Primary Grades," Elementary School Journal, November, 1943.

Essentialists believe that a given set of words can be identified which all pupils need to learn to spell. These core words need to be mastered in order that effective communication of written content may eventually be in evidence. Research studies may be made to identify significant words in the spelling curriculum. Carefully designed research studies in spelling may then assist in identifying which words learners need to master sequentially on each grade level in the school setting.

Identified lists of spelling words acquired from educational research need to be available to teachers. The teacher may then pretest pupils to determine which words have already been mastered in spelling. Those words which pupils can spell correctly, of course, need not be studied in ongoing lessons or units. A variety of methods should be utilized by the teacher in teaching pupils to spell each ensuing word correctly.

Quite different than essentialism as a means of selecting relevant spelling words for pupils to master is experimentalism as a philosophy of education. Correct spelling of words is instrumental to other goals. Thus, within the framework of problem solving experiences, learners need to learn to spell selected words. The spelling words are studied and mastered to use in a functional experience in society. For example, if pupils are to write a thank you note for gifts received, the following spelling words may be useful for the ensuing writing experience: thank you, friend, gift, models, enjoy, wholesome, and entertaining. Words being acquired in spelling pertain to those having utilitarian values in writing the thank you note. Spelling words, according to experimentalists, should not necessarily come for basal textbooks, diverse units of study in the curriculum, and lists based on research results. Only those spelling words useful in a functional writing experience should be

mastered. Words deemed useful depend upon the purpose involved in writing engaged in by the individual learner. Useful spelling words in writing a personal friendly letter which will be delivered to an actual receiver will differ from those necessary in a notice of sympathy sent to a person having experienced the unfortunate.

In Summary

Language arts teachers need to be highly knowledgeable about diverse philosophies and methods of teaching spelling. The adopted philosophy/philosophies selected to teach spelling must be followed within the framework of recommended criteria based on the psychology of learning.

Carefully selected objectives need emphasis in the spelling curriculum. Learning experiences to assist learners in achieving the desired ends should be selected on the basis of being interesting, purposeful, as well as meaningful. Thus, provision for each pupil in teaching-learning situations is possible. Learner progress needs continual evaluation to ascertain the amount of growth achieved by each pupil in the spelling curriculum.

Questions to Consider

1. Examine several series of elementary school spelling textbooks.
   (a) Do the series contain words listed in the Dolch and Kyte studies?
   (b) How are relevant spelling words selected in each of the elementary school spelling textbooks?
2. Collect products of written work of pupils in elementary schools, or outside the school setting.

(a) Which words are utilized most frequently by pupils?

(b) Which words are spelled incorrectly most frequently?

(c) What kinds of spelling errors, in general, are made by learners?

3. Read several chapters on the teaching of spelling from different teacher education language arts textbooks.

(a) Which recommendations do writers make in guiding pupils to improve in the correct spelling of words?

(b) Do the writers make adequate recommendations on pitfalls to avoid in the teaching of spelling?

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CHAPTER TEN

GROUPING PUPILS FOR INSTRUCTION

There are numerous means of grouping pupils for instruction. Each approach needs to be appraised in terms of providing for pupils individually to realize optimal achievement. Teachers, principals, and supervisors need to study, appraise, and implement that which assists each pupil to achieve optimally.

Groups have common properties. All groups have a background or lack of background which influences their behavior. If children have worked together before, that joint work becomes part of their background. If not, this lack of prior contact will influence their interaction. People, including children, always approach group involvement with some kind of expectation. They may look forward to the experience, believing other people will contribute greatly to their investigation, or they may be unsure of how the group will work because they have little or no data on the members of the group.

In addition to background, all groups develop a participation pattern that exists over time and can be described at any particular moment. In a group of three children, for example, a pattern might emerge in which one child dominates the discussion with the other children listening attentively; in another group of three, there may be an equal exchange of views by each child.

All groups have the property of communication, which refers to how well members understand each other and how well they express their feelings, attitudes, and information. Children with very different cultural and/or experiential backgrounds may have difficulty making themselves understood by others in the group.

All groups exhibit cohesion, the bonds uniting the individual parts. Team spirit and group morale are outward signs of group cohesion.

Groups have the tendency to create standards, or rules of conduct necessary for remaining in the group. In social studies classes, the teacher may establish the standards and responsibilities for the group members. For example, he may appoint a group leader to keep notes that can be shared with the rest of the class. It is essential that everyone who

> participates in a group understand its standards, the expectations others have for each person's performance.
>
> People in groups of three or more are often assigned particular roles that define the relationships among members. In these cases, the group has a particular structure and organization. Sometimes the teacher assures a formal structure by assigning roles, and at other times allows the structure to remain informal, with roles and tasks shifting during different lessons. Sometimes the children's backgrounds and varying abilities determine group structure.[1]

The Self-Contained Classroom

In the self-contained classroom, one teacher generally teaches all curriculum areas (except perhaps, music, art, and physical education) to a single set of learners. Thus, the teacher selects objectives, learning activities, and evaluation procedures in the curriculum areas of language arts, social studies, science, mathematics, and health.

Critics of the self-contained classroom concept believe that subject matter becomes too complex to have one teacher teach the majority of curriculum areas to a single set of pupils. This might be true on the intermediate grade levels, in particular. It follows that no teacher may have the competency or skill to teach so many diverse curriculum areas. Teachers then cannot acquire the needed skills to specialize in teaching a specific area of the curriculum in the self-contained classroom.

Advocates of the self-contained classroom believe that a teacher can do a good job of emphasizing correlated, fused, and integrated means of curriculum organization. These opportunities exist due to the self-contained teacher teaching most of the diverse curriculum areas to a single set of pupils. If

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[1]Francis P. Hunkins, Jan Jeter, and Phyllis Maxey. Social Studies in Elementary Schools. Columbus, Ohio: Charles E. Merrill Publishing Company, 1982, pages 124 and 125.

the self-contained teacher wishes to, the separate subjects curriculum may also be emphasized. The self-contained classroom may emphasize a flexible means of scheduling for different curriculum areas. The teacher can divide the school day in terms of time needed specifically for each subject matter area. The self-contained teacher may also divide the school day into an even amount of time devoted to each curriculum area, as is true of departmentalized teaching. Flexibility certainly is possible when thinking of time given to each curriculum area in the self-contained classroom.

The teacher in a self-contained classroom has ample opportunities to get to know each pupil well. This knowledge should be utilized to increasingly do a better job of teaching, and thus more adequately provide for each individual learner.

There are selected facets of the self-contained classroom which need criteria to guide their effective implementation. The teacher needs to evaluate if he/she is keeping abreast of recommended procedures in teaching the language arts, social studies, mathematics, science, and health units. Pupils need to achieve optimally in each of these curriculum areas.

Departmentalization and the Teacher

There are elementary schools which departmentalize diverse curriculum areas starting with the first grade level. Generally, departmentalization is emphasized more so on the intermediate grade levels. In departmentalization, the teacher may specialize in the teaching of a specific curriculum area. Thus, the teacher can become highly proficient in teaching language arts, science, mathematics, or social studies. Junior and senior high school teachers over the many years, in general, have taught in departmentalized schools.

Criticisms that have been hurled against departmentalization include the following:

1. pupils may perceive diverse curriculum areas as being fragmented and isolated rather than related to each other.
2. teachers may emphasize the teaching of subject matter to the minimizing of attempting to get to know each pupil well.
3. teachers may not plan with other instructors to correlate, fuse, or integrate subject matter.
4. diverse periods in the school day may compartmentalize to an excessive degree that which is taught.

There are selected guidelines which need to be followed when implementing a quality departmentalized plan of instruction:

1. each teacher needs to study and implement recommended trends in his/her area of speciality in teaching pupils.
2. each teacher needs to plan with other instructors when it is feasible and good to correlate, fuse, and integrate diverse curriculum areas.
3. each teacher must attempt to get to know pupils well in order to assist each learner to achieve optimally.
4. depth teaching of content in a specific curriculum area is recommended; however, learners should also develop generalizations pertaining to relating diverse curriculum areas.

Team Teaching and the Teacher

More minds are better than one mind in selecting objectives, learning activities, and appraisal techniques for a given set of pupils, according to the thinking of advocates of team teaching. A team must have at least two teachers

as members. The emphasis here must be upon teachers in a team planning together the objectives, learning activities, and evaluation procedures for teaching-learning situations. Teachers on a team might possess quite different philosophies of education. However, cooperation is a key concept to emphasize in teaming. Thus, one member must not dictate ends, means, and appraisal procedures to other members. If this is done, team endeavors are not in evidence. The ideas of each team member must be respected in planning and implementation sessions. There, perhaps, is no quicker way to defeat teaming approaches than if respect for others is not in evidence. It may be necessary to place emphasis upon basic general agreements on philosophy of teaching approaches, as well as in acceptance of involved personalities when implementing team teaching approaches. A certain amount of harmony is needed between/among team members if success in learning for pupils is to be a relevant end result.

Team members can learn from each other in planning sessions pertaining to teaching-learning strategies. Inservice education may then become an inherent part of team teaching. Each idea presented needs to be analyzed in order to ultimately provide the best in experiences for pupils.

There may be a teaching team in which all members specialize in teaching a specific curriculum area, such as the language arts. An interdisciplinary team may also be involved in teaching a given set of pupils. Thus, a language arts teacher, a science teacher, and a social studies teacher may be members of one team.

Large group instruction, committee work, and individual study provide component parts in team teaching situations. Committee endeavors and individual projects and activities assist in clarifying that which was presented

in large group sequential sessions.

Critics of team teaching state the following:

1. There are selected teachers who do a better job of teaching on an individual rather than a team basis.
2. Large group instruction methods do not provide adequately for inidvidual differences.
3. It may be difficult for team members to agree upon a given set of objectives, learning activities, and appraisal procedures.
4. Pupils may not adjust well to several teachers as compared to an individual teacher in a self-contained room.

There, of course, are selected advantages given for advocating team approaches in teaching:

1. Members of a teaching team can learn from each other in sessions devoted to planning for teaching.
2. More than one teacher is involved in determining ends, means, and appraisal procedures in the curriculum. An improved curriculum might then result.
3. More than a single teacher is involved in planning learning activities, resulting in a variety of experiences for learners.
4. An integrated curriculum might truly be in the offering when team members represent diverse academic disciplines.

Interage Grouping

There are selected educators who emphasize pupils from several age levels working in a large group and committee endeavors. In society, younger individuals interact with older beings. The school curriculum needs to emphasize

that which harmonizes with societal trends.

The Joplin (Missouri) Plan of reading instruction emphasized interage grouping. Fourth, fifth, and sixth grade pupils were regrouped to form homogeneous units. Thus, a top group of achievers in reading might consist of selected fourth, fifth, and sixth graders being taught in a specific classroom. Pupils chosen for any level of achievement in reading needed to be as homogeneous as possible within a classroom.

One might also perceive a set of first and second grade pupils working together at diverse learning centers. Each pupil then ideally selects sequential tasks to pursue. A learner may then select easier or more complex tasks to pursue depending upon interests, purposes, and abilities possessed. Individual as well as committee endeavors may be selected as tasks at diverse learning centers. Thus, interage grouping may well be in evidence when learning centers are utilized.

Disadvantages given for utilizing interage grouping include the following:

1. State laws are in evidence as to when pupils enter the first grade level. Once this custom has started, it becomes increasingly complex to change to other forms of grouping pupils for instruction.
2. Older pupils may have learned to frown upon working with younger children. Attitudes developed by pupils may be difficult to change.

Advantages which might be listed for interage grouping include the following:

1. It seemingly is more lifelike for individuals to interact with others of diverse age levels. Societal settings tend to encourage interage interactions.
2. Grade levels may mean very little when explaining achievement of

individual pupils. Thus, a third grader, for example, may be a more proficient reader as compared to a sixth grade pupil.

The Nongraded School

The nongraded school philosophy does away with grade level designations. Thus, for example, it is inappropriate to speak about a pupil being in grade one, two, or three. Rather, toward the end of the kindergarten level of instruction, each pupil is evaluated in terms of present reading achievement levels. Teachers with principal leadership attempt to place each pupil for the next school year in terms of being in the top group, middle group, or the slowest group of achievers in reading. If a school has five roomfuls of six year olds, it is easier to group pupils homogeneously in reading achievement as compared to having two roomfuls of these learners only. The latter situation might make it very difficult to have two roomfuls of fairly homogeneous or uniform achievers in reading. With three, four, or five roomfuls of six year olds, educators in charge of grouping procedures can develop rather uniform levels of reading achievement within each classroom. Even within a classroom, further efforts can be made to emphasize homogeneous grouping by dividing learners into three reading groups, with each ultimate group being as uniform as possible in achievement.

Each group of somewhat uniform achievers with teacher guidance attempts to continually realize optimal development. Thus, a top group of readers will increasingly continue to achieve new attainable goals. Slow learners with teacher assistance will not achieve as rapidly, by any means, in reading as compared to rapid achievers. However, slower achievers in reading will also be guided to achieve as much as possible utilizing the best methods of

teaching possible. Each teacher of reading needs to keep accurate records as to continuous sequential levels of achievement for each pupil. This is necessary so that a learner achieves continually and is successful in learning. The sky is the limit in terms of each pupil's attaining and accomplishing. Pupils, of course, must not be pressured to attain the unachievable.

What happens to twelve year old pupils who have completed six years of schooling beyond the kindergarten level and are reading on the ninth or tenth grade levels? Most of these learners will be entering the junior high years or middle school depending upon the philosophy of the involved school, where involved teachers may emphasize pupils working up to grade level standards. Thus, a talented pupil may actually be reading on the ninth or tenth grade levels, but the teacher might be teaching seventh grade level in the first year of junior high school. There certainly is a problem of sequence here. Ideally, the junior high school English teacher should notice which level the entering student is reading on and provide for continual, sequential growth.

What happens to the learner who completes six years of schooling beyond the kindergarten level in a nongraded school and reads on the fourth grade level of accomplishment? Grade level designations may be somewhat arbitrary in this discussion; however, the reader needs to have certain criteria to utilize when evaluating educational ideas.

The pupil reading on the fourth grade level of accomplishment enters the seventh grade, the first year of junior high school, and may be required to read on grade seven level. There certainly is a gap in terms of where the learner is presently in achievement (fourth grade) as compared to the desired level of the seventh grade, as emphasized by the involved English teacher. A traditional English teacher might have all seventh grade pupils read seventh

grade literature assignments and requirements. Again, it is desirable if the seventh grade junior high school literature teacher accepts the learner where he/she is presently in reading achievement and provides for continuous optimal progress. There are high interest/low vocabulary materials which may be utilized in teaching reading to individual pupils who are reading on an achievement level lower than what is deemed desirable for average achievers.

Ragan and Shepherd[2] list the following common features of most nongraded schools:

1. Continuous progress, vertical and horizontal movement, of pupils is provided for throughout the school year.

2. Curriculum articulation is provided by means of the identification of skills, knowledges, and appreciations to be developed within a content area or areas over a wide span of years without a specific length of time being assigned to any portion of this span.

3. The pupil is positioned in the sequence based on his ability in and achievement of these skills, knowledges, and appreciations without regard for the number of years in school.

4. Extensive reporting and record-keeping systems are developed between teachers and between teachers and parents.

5. A successful experience is provided for each pupil at his position with no failure or retention.

The Dual Progress Plan

Too frequently, pupils experience a self-contained classroom throughout the elementary school years, followed by an abrupt transition to a completely departmentalized, junior high school. Advocates of the dual progress plan of grouping believe that learners on the primary grade levels need to experience a

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[2]William B. Ragan and Gene Shepherd, Modern Elementary Curriculum. Fifth Edition. New York: Holt, Rinehart and Winston, 1977, page 115.

self-contained setting. On the intermediate grade levels, pupils may then experience a dual situation, a self-contained classroom for language arts and social studies. Science and mathematics are taught in a departmentalized situation.

A teacher teaching both language arts and social studies may correlate the subject matter of these two curriculum areas. Also, the teacher may become very familiar with traits of learners when teaching language arts and social studies for a longer period of time to a given set of pupils as compared to a departmentalized situation. Flexible scheduling may also be utilized. More or less time may then be given to language arts or to social studies as the need arises.

Since science and mathematics are taught in a departmentalized setting, a teacher may specialize in teaching a specific curriculum area. Thus, a teacher having adequate background of class work in mathematics and an elementary education major may teach mathematics only, in the elementary school. The individual teacher may then specialize in teaching a specific curriculum area. Or, a teacher with a double major, science and elementary education, may then utilize his/her strengths in teaching science only, to elementary school pupils.

Too frequently, in the elementary school, a teacher cannot specialize in teaching a specific curriculum area. The dual progress plan provides opportunities for departmentalized teaching. The dual progress plan of instruction also offers opportunities to teach in a modified form of the self-contained classroom. A teacher may then teach language arts and social studies to a given set of learners.

Heterogeneous Versus Homogeneous Grouping

A long debate has been in evidence for some time pertaining to which

plan of grouping pupils for instruction is better--heterogeneous or homogeneous grouping. In heterogeneous grouping of learners for instructional purposes, mixed capacity and achievement levels are present in a single classroom. Slow, average, and fast learners within a classroom might then experience learning activities cooperatively. Within each classroom, heterogeneously grouped pupils may also be separated into specific achievement level groupings for instruction in reading and other curriculum areas, as this is desirable. However, ample opportunities exist in a heterogeneously grouped classroom for learners of diverse achievement levels to interact and learn from each other in an atmosphere of respect.

Advantages given for emphasizing heterogeneous grouping of learners for instruction include the following:

1. Democracy is in evidence when pupils who possess diverse differences are not segregated from each other, but have ample chances to learn from each other, as well as develop positive attitudes to others.

2. Society emphasizes that individuals interact with each other regardless of capacity and achievement levels. Thus, the school setting must implement strategies in which individuals learn to live together harmoniously with others regardless of capability traits possessed.

Homogeneous grouping emphasizes that pupils similar in achievement be taught together in a single class setting. An entire classroom of pupils may be talented and gifted. Or, an entire classroom of learners may be homogeneous as to being slow learners in reading. Too frequently, it is felt that gifted/talented learners are held back in achievement by those not learning content as rapidly. Toward the other end of the continuum, slow learners may feel frustrated when comparing themselves with high achievers in a heterogeneously grouped

classroom. A homogeneously grouped class is somewhat uniform in terms of pupil progress. Thus, in homogeneous grouping a slow learner may not compare himself/herself with others who progress at a more rapid rate in a specific class setting. Or, a fast learner does not need to be held back in accomplishing due to a teacher gearing instruction toward average achievers or slow learners.

Numerous teachers prefer to teach in homogeneously grouped classrooms. The range of pupil achievement is less in a homogeneously grouped class as compared to a heterogeneously grouped set of learners. It might be easier then to provide for optimal achievement on the part of pupils in a homogeneously grouped teaching-learning situation.

Knezevich[3] wrote:

> After admission and enrollment, pupils must be classified for instructional purposes. Perhaps the most significant change in the classification of pupils came with the grading of the elementary schools in Boston in 1847. Such grading today represents merely a rough attempt at grouping pupils for the purposes of instruction. Further classification is necessary when there are more than enough pupils to fill one grade room or one high school class section, and considerable attention has been devoted to developing methods of grouping that will facilitate the learning or the teaching process.
>
> Heterogeneous grouping can be defined as class sectioning on the basis of chance factors or arbitrary standards unrelated to learning ability or past performance. Homogeneous grouping implies placement of pupils into class sections on the basis of some measure of ability. Because it is impossible to organize a section or grade in which all students have the same kind and quantity of ability or social background, "homogeneous" implies approximately the same kind and quality of ability as measured by some instrument. Stated another way, the range of some type of student ability is less in a homogeneous than in a heterogeneous section.

With increased mainstreaming of selected special education pupils into the

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[3]Stephen J. Knezevich, Administration of Public Education. New York: Harper and Row, 1975, page 425.

regular classroom, less emphasis might be in evidence presently for advocating homogeneous grouping of pupils. Mainstreaming emphasizes placing special education pupils in the least restricted environment. No longer may all special education pupils be segregated from other pupils in the regular classroom. Thus, a blind or partially sighted pupil may receive instruction in the regular classroom setting. Individual Education Programs (IEP's) need to be written for each mainstreamed student. Parents ideally need to approve the IEP's for their child before their implementation. The IEP's consist of sequential measurably stated objectives for each pupil to achieve. Observable evidence is necessary to determine if the specific ends have been attained. There are pros and cons in administering mainstreamed programs of instruction.

Advantages given include the following:

1. Special education pupils are not as separated from other learners as was true previously.
2. A democratic society does not emphasize hierarchical arrangements of individuals.

Disadvantages which might be listed for mainstreaming of pupils may include the following:

1. Teachers in a regular classroom are not educated/trained to teach special education pupils.
2. Much paper work is involved in writing IEP's and providing evidence of learner achievement.
3. It is difficult for the teacher to provide for individual differences when the range of pupil achievement in a classroom is great.

Salzer and Drdek[4] wrote the following:

> The placement of handicapped children in normal classes may be viewed as helpful to all concerned--the pupils with difficulties have the opportunity to learn how to function in a realistic situation, and the other children are helped to realize that classmates with special problems are more like them than they are different. For some of the same reasons it may be argued that the extremely bright and able pupil is also better off in a class of normal children, especially if the classroom program is flexibly organized so that individualized work is possible.
>
> When children who are seriously handicapped in areas of vision, hearing, speech, mental ability, or mobility are placed in regular classrooms, the demands made on the teacher undoubtedly increase. But with the help of resource people who know how to meet the difficulties that arise, the situation can be handled in ways which benefit all the pupils. Another desirable outcome is that the teacher, in working to meet the special needs of one or two pupils, may become more sensitive to the individuality of all children.

Learning Centers and Open Space Education

A flexible means of grouping learners involve the utilization of learning centers. Learning centers may be set up in a single classroom using the services of a single teacher. Learning centers may also be in evidence among diverse sets of pupils taught by a team of teachers in an open space area. Philosophical ideas to support the use of learning centers, among others, include the following:

1. Learners make decisions in terms of what to learn sequentially rather than emphasizing a teacher-determined curriculum.
2. Trust between and among teachers and pupils is necessary if the latter are to truly make choices and decisions.

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[4]Richard T. Salzer and Richard E. Drdek, "Organizing for Learning," Chapter three in Curriculum for the Modern Elementary School, Walter T. Petty (Editor). Chicago: Rand McNally College Publishing Company, 1976, page 50.

3. A humane learning environment exists when pupils are involved in deciding the ends and means of learning.
4. Pupils need to accept consequences of choices made.
5. Each learner needs opportunities to fulfill personal interests rather than the sole purposes of the teacher.
6. Pupils need to make decisions presently rather than waiting for a future optimal adult time to enter the choice making arena.

There are numerous learning centers which the teacher might develop on his or her own. Within the flexible framework of these centers, pupils may select what to learn sequentially. Or, teacher-pupil planning might be heavily implemented to decide upon the objectives and learning activities of each center. No doubt, teacher/pupil planning is significant in choosing tasks for each center. Time factors may make it difficult to advocate involved teacher-pupil planning for each learning center. Even if the teacher determines ends and means for each learning center, the pupil must still have an open-ended curriculum to accept or reject sequential tasks to complete. The pupil ideally must always be a busy learner. There are enough tasks for each learner to continually work on, and yet perceived purposeless tasks can be omitted.

The following are examples of tasks for pupils to select and complete at one learning center:

1. Read a library book of your choosing. Draw a picture pertaining to what was read.
2. Make a relief map showing the setting of the completed library book.
3. View a filmstrip and write five main ideas of what was viewed.
4. Select a picture from the file and write a related poem.
5. Construct a model colonial village.

Any unit of study can be subdivided into various titles for learning centers. Among others, the following, for example, could provide titles for learning centers:

1. a reading center
2. dramatization center
3. poetry writing center
4. speaking center
5. art center
6. music center
7. creative story writing center
8. construction center
9. processing center
10. interviewing center

Each learning center should possess a creative title. Instead of having the following above named titles, a reading center, dramatization center, and poetry writing center, the teacher may creatively have as labels -- "Let's Enjoy Reading," "We Dramatize Our Experiences," and "Let's Write Poetry."

Each center needs to have concrete, semi-concrete, and abstract learning activities to help each learner achieve at an optimal level. Activities encountered should stimulate pupils to develop interest, purpose, and meaning in ongoing units of study.

In Conclusion

There are diverse recommended procedures in grouping pupils for instruction. Each plan needs to be appraised in terms of assisting pupils individually to achieve optimally in intellectual, social, physical, and emotional development. Thus, each of the following plans, among others, in grouping learners for teaching-learning situations needs evaluating:

1. the self-contained classroom.
2. departmentalization.
3. team teaching.
4. interage grouping.

5. the nongraded school.
6. the dual progress plan.
7. heterogeneous versus homogeneous grouping.
8. learning centers and open space education.

Questions for Consideration

1. Visit an elementary school to notice how pupils are grouped for instruction. In your own thinking, which revisions, if any, for grouping learners would you make? Justify your reasons in terms of recommended criteria.
2. Discuss with the classroom teacher, as well as the school principal, which methods of grouping pupils they would recommend if personal choices could truly be made.
3. Survey recent literature involving methods of grouping learners for instruction. Which conclusions did you realize in your survey?

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11. Wiles, Kimball, and John T. Lovell. Supervision for Better Schools. Fourth Edition. Englewood Cliffs: Prentice-Hall, Inc., 1975.

CHAPTER ELEVEN

THE LITERATURE CURRICULUM

What can the teacher do to encourage pupils to read library books in the classroom setting? Chambers[1] recommends the following:

> First, and above all, is our attitude about the role of reading--real reading--in the classroom. If we help students understand that the purpose of developmental reading and the acquisition of reading skills is to give them the key to the world of literature and all its wonders, we have moved forward, indeed. The library, or the library corner, should not be a place for free activity alone, or an extracurricular activity. Instead, it should be an interesting place to which children can go often, expecting to find an exciting, changing collection of good books. It should be a place of adventure and delight where children are encouraged to hunt, browse, and explore. It should be a place where he can choose books that will give him answers or provide delight. Weekly book talks can attest to our attitude about books. By our attention to a good trade book in the book talk, we indicate the worthwhileness of children's literature. Children are affected by our attitudes toward things. That is part of the way they learn. The way we view the role of children's literature as part of their lives does a great deal in teaching them the value of reading that literature.
>
> Special and adequate time for reading is vital in helping children become readers of books. Recreational reading is not to be considered a haphazard, spotty activity, or suitable only for out-of-school reading. We can assign regular times during the school week to trade book reading. Often two regular reading periods can be given to recreational reading, leaving the other three days of that period to basal devices and skill building. These periods of recreational reading can be part of the class routine--to be expected with the regularity of arithmetic, spelling, and social studies.

Pupils need to experience a quality literature curriculum. Thus, the

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[1]Dewey W. Chambers, Children's Literature in the Curriculum. Chicago: Rand McNally & Company, 1971, page 31.

reading curriculum needs to go beyond goals of having learners identify new words as well as developing skills pertaining to diverse types of comprehension. There are numerous reasons for emphasizing a quality literature curriculum.

First of all, pupils cannot experience all facets of living directly. They can learn, however, from vicarious experiences, e.g., reading what others have done, achieved, acquired, and experienced. There are, of course, selected experiences that none of us would wish to live through. Thus, a reader can learn much from others' deeds, thoughts, and acts. A reader might then be able to formulate his/her own goals in life more adequately through reading what others have experienced. There are groups in society who wish to censor diverse selections from the literature curriculum. The censored selections appear much more so on the senior high school level than the elementary school level. The literature curriculum, however, must assist pupils to formulate their own goals and purposes in life.

Values can be dictated to pupils by parents, teachers, and others in society. Too frequently, dictation of values to the young has not been effective. Also, the dictated values may not be appropriate in a changing society. Conservative values then might not be applicable in the coming years. There are values, however, that have endured in space and time, such as doing unto others that which we would want done to us. Even then, in changing times and situations, the Golden Rule needs reinterpretations and modified implementations. From a study of literature, pupils can evaluate and adopt selected desired values. Donoghue[2] wrote:

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[2]Mildred R. Donoghue, The Child and the English Language Arts. Second Edition. Dubuque, Iowa: Wm. C. Brown Publishers, 1975, page 85.

> While the children's first exposure to literature is Mother Goose and other rhymes and stories, children should gradually experience every type and form of literature in a school program that is comprehensive and sequentially plotted throughout the elementary grades. Such a program not only strengthens the developmental reading curriculum but contributes in a significant way to the attainment of several other objectives of elementary education as listed below:
>
> - The school aims to meet the needs of individual pupils--and literature is widely diversified.
> - The school aims to provide a learning program which will utilize the natural interests of its pupils--and literature appeals to all age groups.
> - The school aims to provide socially satisfying experiences for its children and to develop in its pupils a wider social understanding--and good stories and pleasing verse are enjoyed more when they are shared with others.
> - The school aims to give each child self-insight--and books introduced in childhood can sometimes bring about a profound change in one's outlook on life.
> - The school aims to give each pupil a knowledge and appreciation of his cultural heritage--and literature is the means whereby much of that heritage is preserved and perpetuated.
> - The school aims to stimulate and foster creative expression--and book experiences are an exciting springboard to art, drama, and other expressionistic activities.

Secondly, reading quality literature can provide relaxation for the reader. Much is spoken and written about means of coping with stress. Individuals in society need to cope with many unwanted situations. The involved person needs to find ways of dealing with stress. Reading can be a good way of restoring equilibrium. One can forget about stressful situations when reading. The reader can become so thoroughly engrossed in reading ideas that little or no time is inherently available for worrying, regretting, or fearing.

The teacher and parents must be actively involved in assisting pupils to become proficient in reading. The teacher alone cannot perform this vital

responsibility for the pupil. Parents must also like reading and support a quality reading curriculum in the school/class setting. The pupil must assume major responsibility in wanting to learn to read. Otherwise, how can a pupil learn to read in order to achieve goals pertaining to relaxing the self?

Thirdly, literature for pupils can provide a guidance resource. There are learners who experience grave personal and social problems. Difficulties are involved when identifying problems and attempting to assist pupils in overcoming these difficulties. No doubt, an adequate number of good counselors are lacking in the school setting. Children's literature can provide assistance to pupils in attempting to cope with personal and social problems. What kinds of problems do pupils experience? These might well include poverty, shyness, aggressiveness, hostility, ill health, obesity, excessive tallness or shortness, and loneliness. The teacher needs to guide pupils individually to choose library books which assist in coping with problematic situations.

Fourthly, each pupil may receive assistance from reading literature in becoming knowledgeable about diverse kinds of careers. Too frequently, workers in society have drifted into a job or occupation. The "drifting" into the world of work has made for feelings of dissatisfaction in the occupational/vocational arena. Certainly, a quality career education program can provide pupils with selected understandings, skills, and attitudes needed to be successful ultimately in the world of work. Each person needs to achieve optimally in the career arena. Working at jobs/occupations that are not personally rewarding can make for feelings of futility. Literature on careers written for learners on different achievement levels can provide necessary subject matter for pupils contemplating the world of work.

The centralized/classroom library needs library books and other reading

materials on diverse levels of achievement pertaining to many relevant careers. The teacher needs to introduce learners to reading materials on careers. With appropriate readiness experiences, learners can be guided to read content pertaining to the world of work.

Fifthly, skills in reading can be developed when literature is being read by children. Too frequently, basal textbooks are read by learners. Basal materials may not meet the reading needs of selected pupils. Then too, library books generally are chosen by the involved learner; the subject matter in these books is usually not assigned to pupils, unless a specific purpose is involved. Teachers may feel that too many pupils are turned off in reading when basal materials are utilized in the reading curriculum. Library books chosen by the involved pupil may provide the needed spark to encourage reading.

Sixthly, pupils can learn much subject matter related to different curriculum areas when engaged in the reading of library books. There are library books written on diverse levels of achievement pertaining to many nations on the face of the earth. Thus, pupil achievement in diverse social studies units can be aided when selected library books are read. In other curriculum areas--science, mathematics, health, art, music, and physical education--related library books are in evidence which learners may read.

Montebello[3] listed the following criteria for teacher self-evaluation suggestions, as well as pupil evaluation suggestions:

Teacher Self-Evaluation Suggestions

1. Do I have a planned literature program as part of an integrated language arts curriculum?

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[3]Mary S. Montebello, Literature for Children: Children's Literature in the Curriculum. Edited by Pose Lamb. Dubuque, Iowa: William C. Brown, 1972, pages 107 and 108.

2. Does my classroom reflect a well-planned, thoughtfully organized body of literature experiences?

3. Do I focus on literature as literature as well as use tradebooks to enhance and enrich studies in other curriculum areas?

4. Is "pleasure" present in my literature program?

5. Is there a balanced program between instruction and the encouragement of individual free reading?

6. Is time for independent reading scheduled and provided?

7. Is time available regularly?

8. Do I guide youngsters into the delights of reading for enjoyment as well as for information?

9. Do I read aloud to the youngsters as a way of introducing them to the best in literature?

10. Does the reading aloud occur in intermediate grades as well as in primary grades?

11. Do I go beyond literature stories in the readers?

12. Are enough tradebooks sufficiently accessible to youngsters in my classroom?

13. Do those tradebooks reflect the diversity of interest, tastes, and abilities present in my classroom?

14. Are my feelings for books reflected in the behaviors I exhibit toward and about books?

15. Am I enthusiastic for and about literature?

16. Do I give literature a respected place in the school program?

17. How many new tradebooks have I read this year?

Pupil Evaluation Suggestions

1. Does he read?

2. Does his attitude reflect a desire to read?

3. Is he "catching" an appreciation for good books?

4. Does he read widely?

5. Does he choose to read for enjoyment?

6. Does he read for personal purposes as well?

7. How much does he read?

8. What does he read?

9. How does he interpret his reading achievement? Is it limited to skill development, or does progress in reading include appreciational and recreational reading?

10. When he evaluates his success in reading, does he include personal reading and appreciation as part of achievement?

11. Does he apply what he reads to his life?

Award Winning Library Books

There are numerous awards given each year for quality written books pertaining to literature for children. The Caldecott award is presented to the author(s) of the best illustrated book for children. The Newbery award is given to the author(s) having the best in subject matter content in children's literature. Below are listed Caldecott award books, for each year, beginning with 1938.

1938 ANIMALS OF THE BIBLE, A PICTURE BOOK. Text selected from the King James Bible by Helen Dean Fish. Illustrated by Dorothy O. Lathrop. Philadelphia: Stokes (J. B. Lippincott Co.).

1939 MEI LEI, by Thomas Handforth. Garden City, N. Y.: Doubleday & Company.

1940 ABRAHAM LINCOLN, by Ingri and Edgar Parin d'Aulaire. Garden City, N. Y.: Doubleday & Company.

1941 THEY WERE STRONG AND GOOD, by Robert Lawson. New York: Viking Press.

1942 MAKE WAY FOR DUCKLINGS, by Robert McCloskey. New York: Viking Press.

1943 THE LITTLE HOUSE, by Virginia Lee Burton. Boston: Houghton Mifflin Company.

1944 MANY MOONS, by James Thurber. Illustrated by Louis Slobodkin. New York: Harcourt, Brace & World.

1945 PRAYER FOR A CHILD, by Rachel Field. Pictures by Elizabeth Orton Jones. New York: Macmillan Company.

1946 THE ROOSTER CROWS, by Maud and Miska Petersham. New York: Macmillan Company.

1947 THE LITTLE ISLAND, by Golden MacDonald. Illustrated by Leonard Weisgard, Garden City, N. Y.: Doubleday & Company.

1948 WHITE SNOW, BRIGHT SNOW, by Alvin Tresselt. Illustrated by Roger Duvoisin. New York: Lothrop, Lee & Shepard Company.

1949 THE BIG SNOW, by Berta and Elmer Hader. New York: Macmillan Company.

1950 SONG OF THE SWALLOWS, by Leo Politi. New York: Charles Scribner's Sons.

1951 THE EGG TREE, by Katherine Milhous. New York: Charles Scribner's Sons.

1952 FINDERS KEEPERS, by Will (William Lipkind). Illustrated by Nicolas (Mordvinoff). New York: Harcourt, Brace & World.

1953 THE BIGGEST BEAR, by Lynd Ward. Boston: Houghton Mifflin Company.

1954 MADELINE'S RESCUE, by Ludwig Bemelmans. New York: Viking Press.

1955 CINDERELLA, by Charles Perrault. Illustrated by Marcia Brown. New York: Charles Scribner's Sons.

1956 FROG WENT A-COURTIN', by John Langstaff. Illustrated by Feodor Rojankovsky. New York: Harcourt, Brace & World.

1957 A TREE IS NICE, by Janice May Udry. Illustrated by Marc Simont. New York: Harper & Row, Publishers.

1958 TIME OF WONDER, by Robert McCloskey. New York: Viking Press.

1959 CHANTICLEER AND THE FOX, edited and illustrated by Barbara Cooney. New York: Thomas Y. Crowell Co.

1960 NINE DAYS TO CHRISTMAS, by Marie Hall Ets and Aurora Labastida. New York: Viking Press.

1961 BABOUSHKA AND THE THREE KINGS, by Ruth Robbins. Illustrated by Nicolas Sidjakov. Berkeley: Parnassus Press.

1962 ONCE A MOUSE, by Marcia Brown. New York: Charles Scribner's Sons.

1963 THE SNOWY DAY, by Ezra Jack Keats. New York: Viking Press.

1964 WHERE THE WILD THINGS ARE, by Maurice Sendak. New York: Harper & Row, Publishers.

1965 MAY I BRING A FRIEND?, by Beatrice Schenk de Regniers. Illustrated by Beni Montresor. New York: Atheneum Pub-Publishers.

1966 ALWAYS ROOM FOR ONE MORE, by Sorche Nic Leodhas. Illustrated by Nonny Hogrogian. New York: Holt, Rinehart & Winston.

1967 SAM, BANGS AND MOONSHINE, by Evaline Ness. New York: Holt, Rinehart & Winston.

1968 DRUMMER HOFF, by Barbara Emberley. Illustrated by Ed Emberley. Englewood Cliffs, N. J.: Prentice-Hall.

1969 THE FOOL OF THE WORLD AND THE FLYING SHIP, by Arthur Ransome. Illustrated by Uri Shulevitz. New York: Farrar, Straus & Giroux.

1970 SYLVESTER AND THE MAGIC PEBBLE, by William Steig. New York: Simon & Schuster.

1971 A STORY--A STORY, by Gail E. Haley. New York: Atheneum.

1972 ONE FINE DAY, by Nonny Hogrogian. New York: The Macmillan Company.

1973 THE FUNNY LITTLE WOMAN, by Arlene Mosel. New York: E. P. Dutton & Company.

1974 DUFFY AND THE DEVIL, by Harvey and Margot Zemach. New York: Farrar.

1975 ARROW TO THE SUN, by Gerald McDermott. New York: Viking Press.

1976 WHY MOSQUITOES BUZZ IN PEOPLE'S EARS: A WEST AFRICAN TALE. Retold by V. Aardema. Dial.

1977 ASHANTI TO ZULU: AFRICAN TRADITIONS, by Margaret Musgrove. Dial.

1978 NOAH'S ARK, by Peter Spier. Garden City, N.Y.: Doubleday & Company.

1979 THE GIRL WHO LOVED WILD HORSES, by Paul Gobel. Bradbury Press. Distributed by E. P. Dutton & Company, N.Y., N.Y.

1980 OX-CART MAN, by Donald Hall. Illustrated by Barbara Cooney. New York: Viking Press.

1981 FABLES, written and illustrated by Arnold Lobel. New York: Harper & Row, Publishers.

1982 JUMANJI, illustrated by Chris Van Allsburg. Boston: Houghton Mifflin Company.

The Newbery award winning books in children's literature, for each sequential year, beginning with 1922 are listed here.

1922 THE STORY OF MANKIND, by Hendrik Van Loon. New York: Boni Liverwright.

1923 THE VOYAGES OF DOCTOR DOOLITTLE, by Hugh Lofting. Philadelphia: Stokes (J. B. Lippincott Company).

1924 THE DARK FRIGATE, by Charles Boardman Hawes. Boston: Atlantic Monthly Press, Little, Brown & Company.

1925 TALES FROM SILVER LANDS, by Charles J. Finger. Illustrated by Paul Honore. Garden City, N. Y.: Doubleday & Company.

1926 SHEN OF THE SEA, by Arthur Bowie Chrisman. Illustrated by Else Hasselriis. New York: E. P. Dutton & Company.

1927 SMOKY, THE COWHORSE, by Will James. New York: Charles Scribner's Sons.

1928 GAY NECK, by Dhan Gopal Mukerji. Illustrated by Boris Artzybasheff. New York: E. P. Dutton & Company.

1929 TRUMPETER OF KRAKOW, by Eric P. Kelly. Illustrated by Angela Pruszynska. New York: Macmillan & Company.

1930 HITTY, HER FIRST HUNDRED YEARS, by Rachel Field. Illustrated by Dorothy P. Lathrop. New York: Macmillan & Company.

1931 THE CAT WHO WENT TO HEAVEN, by Elizabeth Coatsworth. Illustrated by Lynd Ward. New York: Macmillan & Company.

1932 WATERLESS MOUNTAIN, by Laura Adams Armer. Illustrated by Sydney Armer and the author. New York: Longman Green (David McKay Company).

1933 YOUNG FU OF THE UPPER YANGTZE, by Elizabeth Foreman Lewis. Illustrated by Kurt Wiese. New York: Winston (Holt, Rinehart & Winston).

1934 INVINCIBLE LOUISA, by Cornelia Meigs. Boston: Little, Brown & Company.

1935 DOBRY, by Monica Shannon. Illustrated by Atanas Katchamakoff. New York: Viking Press.

1936 CADDIE WOODLAWN, by Carol Ryrie Brink. Illustrated by Kate Seredy. New York: Macmillan & Company.

1937 ROLLER SKATES, by Ruth Sawyer. Illustrated by Valenti Angelo. New York: Viking Press.

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1957 MIRACLES ON MAPLE HILL, by Virginia Sorenson. Illustrated by Beth and Joe Krush. New York: Harcourt, Brace & World.

1958 RIFLES FOR WATIE, by Harold Keith. Illustrated by Peter Burchard. New York: Thomas Y. Crowell Company.

1959 THE WITCH OF BLACKBIRD POND, by Elizabeth George Speare. Boston: Houghton Mifflin Company.

1960 ONION JOHN, by Joseph Krumgold. Illustrated by Symeon Shimin. New York: Thomas Y. Crowell Company.

1961 ISLAND OF THE BLUE DOLPHINS, by Scott O'Dell. Boston: Houghton Mifflin Company.

1962 THE BRONZE BOW, by Elizabeth George Speare. Boston: Houghton Mifflin Company.

1963 A WRINKLE IN TIME, by Madeleine L'Engle. New York: Farrar (Farrar, Straus & Giroux).

1964 IT'S LIKE THIS, CAT, by Emile Neville. Illustrated by Emil Weiss. New York: Harper & Row, Publishers.

1965 SHADOW OF A BULL, by Maia Wojciechowska. Illustrated by Alvin Smith. New York: Atheneum Publishers.

1966 I, JUAN DE PAREJA, by Elizabeth Borten de Trevino. New York: Farrar, Straus & Giroux.

1967 UP A ROAD SLOWLY, by Irene Hunt. Chicago: Follett Publishing Company.

1968 FROM THE MIXED-UP FILES OF MRS. BASIL E. FRANKWEILER, by E. L. Konigsburg. New York: Atheneum Publishers.

1969 THE HIGH KING, by Lloyd Alexander. New York: Holt, Rinehart & Winston.

1970 SOUNDER, by William H. Armstrong. New York: Harper & Row, Publishers.

1971 THE SUMMER OF THE SWANS, by Betsy Byars. New York: The Viking Press.

1972 MRS. FRISBY AND THE RATS OF NIMH, by Robert C. O'Brien. New York: Atheneum.

1973 JULIE OF THE WOLVES, by Jean George. New York: Harper & Row, Publishers.

1974 THE SLAVE DANCER, by Paula Fox. Bradbury.

1975 M. C. HIGGINS THE GREAT, by Virginia Hamilton. New York: Macmillan & Company.

1976 THE GREY KING, by S. Cooper. M. K. McElderry. New York: Atheneum Publishers.

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1978 BRIDGE TO TERABITHIA, by Catherine Patterson. New York: Thomas Y. Crowell Company.

1979 THE WESTING GAME, by Ellen Raskin. New York: E. P. Dutton & Company.

1980 A GATHERING OF DAYS: A NEW ENGLAND GIRL'S JOURNAL, 1830-32, by Joan Blos. Scribner's.

1981 JACOB HAVE I LOVED, by Katherine Paterson. New York: Crowell.

1982 A VISIT TO WM. BLAKE'S INN: POEMS FOR INNOCENT AND EXPERIENCED TRAVELERS, by Nancy Willard. Illustrated by Alice and Martin Provensen. New York: Harcourt.

Quality Literature in the Curriculum

Most basal reading programs tend to emphasize pupils' mastering diverse word recognition techniques, such as using configuration clues, phonetic analysis, syllabication, structural analysis, context clues, and picture clues. The ultimate goal in word recognition for pupils should be to recognize words immediately as sight words. In addition to word recognition techniques, basal reading approach emphasizes learners achieving comprehension skills such as reading to acquire facts, directions, a sequence of ideas, main ideas, and generalizations, as well as reading critically, reading creatively, and reading to solve problems. However, there are additional ingredients that need to become a part of a relevant literature curriculum for children.

Setting of the Story

The language arts teacher needs to guide pupils to understand and attach meaning to the setting of a story or library book. Where did the events take place? Pupils need to understand if events took place in a rural, urban, or suburban area. Also, learners need to attach meaning to which city, state, or nation one or more events took place. Certainly, human behavior differs when events in literature take place in a rural, as compared to suburban or urban region. Behavior of human beings, of course, differs much among individuals within a rural, or a suburban, or an urban region.

In dealing with the setting of a story, pupils also need to understand <u>when</u> an event (or events) took place. Time is a significant factor to consider when the reader attempts to attach meaning to content in children's literature. Historical fiction, for example, pertains to a study of selected

events in the past. Types of transportation, clothing, homes, schools, communication, recreational endeavors, and foods eaten might well depend upon the period of time being studied in history. Thus, a pupil needs to consider time elements, as well as geographical regions when attaching meaning to children's literature.

The specifics or details of the setting may either be suggested or stated directly. The setting of a story might also reveal characterization, as well as sequential ensuing events in the story.

Characterization

In addition to the setting of a story, professional writers of novels also spend considerable time in describing the involved characters. What kind of a person (or persons) are specific individuals within a story? Do the individuals remain stable in terms of traits possessed, or are growth and change inherent? There certainly are numerous character traits that any one individual may possess. A person might then be shy but friendly, intelligent, hard working, and achievement oriented. The same person may also possess traits of being altruistic.

A different person might be aggressive, hostile, irresponsible, and handsome. The person may possess traits of being intelligent but not utilizing talents and abilities possessed. Thus, each learner should be guided to describe character traits of human beings in a story. Inferences must also be developed. Writers, of course, do not always state factually the kinds of characters within a story. To be able to attach meaning to content read, pupils need to understand the concept of characterization as it relates to actual human beings in a story or novel.

There are diverse means used by authors to describe personality and character of human beings. Thus, a writer may discuss the effects of one character on others. The feelings and thoughts within each character might be described. Also, the physical appearance, deeds, and speech of any character need adequate consideration within a story. Reasons for each character behaving as he/she did should be analyzed by pupils.

Plot in the Literature Curriculum

Language arts teachers need to assist learners, inductively and/or deductively, to discover the plot in a given literary selection. Thus, the pupil is guided to ascertain what happened in a story. Too frequently, pupils have completed reading a library book without understanding what truly happened in the selection. Diverse kinds of comprehension skills need to be developed within learners in order to understand the concept of plot. Two previous concepts discussed, related to a quality literature curriculum, involved setting and characterization. These concepts in any literary selection need understanding so that comprehensive meaning is attached to a sequence of happenings involving plot. If pupils do not understand what actually happened in a given selection, they have not understood the plot of a library book or story. Essential ingredients in a quality literature curriculum must be emphasized by the language arts teacher. Thus, the plot of a selection needs to be understood by learners; otherwise, comprehension and meaning are being omitted in the ongoing literature curriculum.

A quality literature curriculum involves pupils utilizing diverse word recognition techniques. Also, an adequate number of purposes in comprehension needsemphasis in ongoing lessons and units. In addition to mastering word

recognition techniques and developing comprehension proficiency, learners need to attach meaning to literary concepts, such as setting, characterization, and plot.

Tiedt and Tiedt[4] wrote:

> Literature has seldom been part of the reading program in the elementary school, for reading has been dominated by the basal reading series. What are the advantages of a literature-reading program over the traditional controlled-vocabulary anthology? The use of literature in a reading program for elementary school students offers quality content to a course of study which has concentrated solely on the teaching of skills. It is time that we acknowledge the value of provocative material in exciting the student about reading. Until we have this excitement present in the reading lesson, we will not develop a nation of readers.
>
> Many titles from children's literature can be, and are being, used as reading text material. The advantages of Pippi Longstocking, A Wrinkle in Time, and Johnny Tremain over the familiar basal reader are overwhelming:
>
> 1. Excellent writing-imagery, use of words, storytelling ability.
> 2. Continuity of a longer story--plot development, characterization.
> 3. Greater interest value--intrigue, atmosphere, entertainment.
> 4. Integration of literature, language, and composition studies.

Point of View

In analyzing subject matter in a quality literature curriculum, pupils also need to be guided to understand who, in particular, is telling the story. Thus, from whose point of view are the events and incidents being told? Pupils need

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[4] Iris M. Tiedt and Sidney W. Tiedt, Contemporary English in the Elementary School. Second Edition. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1975, page 359.

to notice if and when the characters in a story actually speak, or is a narrative account being presented? Is the first, second, or third person (noun or pronoun) actually presenting ideas, rather than sequential descriptions being utilized in presenting ideas?

Meanings attached to reading a story, novel, or library book may vary much depending upon who is presenting sequential content. Professional writers of novels pay much attention to point of view in developing literary works.

If the author or a character in the story tells sequential content, the story is delimited to the thoughts, experiences, perceptions, and expressions of that person relating ordered events in the literature being read. The narrator is the person telling the story. If the author tells the story, he/she generally remains anonymous and makes few or no references to the personal self. Generally, if a character in the story is narrating content, he/she refers to the self as "I."

Theme in Literature

What is the main idea in the story, library book, or novel? Thus, pupils need to consider the concept of theme. Theme involves the author's idea or ideas pertaining to situations in life. The writer may directly state the involved theme. The theme might also be implied. Ordinarily, theme as a concept does not involve moral standards, or rules to live by. In reading a literary selection, the reader needs to ask what the consummable content says about nature, about people, and about life itself.

Irony of the Situation

Each learner needs readiness experiences to achieve objectives in the literature curriculum. Never should teachers emphasize selected goals unless

pupils can be successful in achieving the stated objectives. Pupils, as well as the teacher, become frustrated if the former are not ready to attain new ends. Feelings of failure hinder pupils in developing an adequate self-concept. Feelings of adequacy are necessary in order to achieve relevant goals. Thus, pupils need to be ready to understand the concept of irony of the situation, or it should not be emphasized in the literature curriculum.

What is irony of the situation? Events turn out differently for any one character, as compared to what the involved reader anticipated. Supposing, a character is portrayed as having experienced a noble, undefiled background. As a surprise tactic, the writer reveals, directly or indirectly, that the character was involved in a series of thefts and robberies. Or, a person having grown up in highly unfortunabe settings becomes a quality leader in the community. As a further example, a person in combat flies numerous successful bombing missions over enemy territory. The same character arrives home safely, only to die in an automobile accident involving travel to a routine destination.

In the concept of irony in literature, the author tries to hide his true feelings, pertaining to an incident, event, or deed. The character's deeds may not be consistent with stated beliefs.

Satire in Literature

Selected writers in literature emphasize satire as a means of evaluating people and society. The purpose involved in satire is to expose ills, evils, or follies in order to promote an improved society. Humor may be used to expose weaknesses in society. Sometimes, caustic bitterness is also utilized by selected writers of satire.

Supposing that satire is used in literature, the writer may state rational, worthwhile listed goals in a school that learners are to achieve. Students,

however, are uninspired and bored in school. The absentee rate is high and tardy students are quite apparent when the school day starts.

As a second example of satire, the writer may quote teachers saying to pupils how important it is to read good library books and to read whenever it is possible to do so. In reality the teacher is poorly prepared for each day of teaching and views television, uncritically, each spare moment of time devoted to recreational endeavors. Thus, in actual life the teacher does little or no reading.

Learning Activities in the Literature Curriculum

Which kinds of experiences might learners pursue as a result of their endeavors in reading quality literature?

Pupils individually with teacher guidance may discuss content read. The language arts teacher needs to be knowledgeable about the contents of many library books written for children. Thus, the teacher may ask selected questions involving comprehension of content in the chosen book completed by the learner. Questions discussed should stimulate, not minimize, reading of children's literature on the part of the learner.

A pupil may pencil sketch a favorite setting, plot, or character contained in a library book. Comprehension may well be revealed by the involved learner in the completed pencil sketch. The drawing must reveal comprehension, and not the work of a professional artist. To be sure, quality art work needs to be emphasized by the individual learner in terms of optimal progress.

A learner may write a letter to the author of the library book read. Hopefully, the pupil will receive an actual response from the writer. The pupil may wish to express appreciation for content contained in the book. Also, the pupil

may wish to write specifically what was of interest in the completed library book.

A diorama may be made by a learner containing a three dimensional scene of major generalizations achieved, as a result of reading. The goal of diorama development is to portray scenes and situations as neatly and accurately as possible. Hopefully, the art activity will stimulate pupil interest in reading.

Additional learning activities for pupils involving children's literature include:

1. writing an advertisement to encourage other learners to read the same library book.
2. presenting an advertisement orally indicating the merits of the completed library book.
3. giving a critical analysis indicating strengths and weaknesses of a book read in children's literature.
4. role playing the writer of a library book to indicate purposes in its writing.
5. writing a different setting or plot.
6. reading a different book by the same author or a book containing a similar title.
7. writing a play based on the contents of the library book.
8. engaging in a pantomime or in a creative dramatics presentation involving selected content read.
9. developing sequential illustrations pertaining to ideas read.
10. presenting an oral report to the class, following desired standards, involving salient ideas in the completed library book.

11. participating in a seminar involving depth discussion with other learners who have read the same literary work.
12. outlining interesting content from a story or library book.
13. writing a summary containing significant subject matter.
14. developing a bookmark or book jacket for a chosen library book.
15. writing creative content, such as what if the setting of the library book had taken place in (indicate a geographical region), rather than its actual setting. Or, what if the main character had not been a part of the story, how would the ending have differed?

Fischer and Terry[5] summarized research from four studies made in the area of children's literature. They wrote the following implications from the involved studies:

> 1. A literature based language arts program should begin in kindergarten and continue through the elementary grades.
> 2. A variety of rich . . . . reading materials should be provided for children.
> 3. It is important that teachers consistently read books aloud to their children. Oral language activities--such as discussions of the story, role playing, or puppetry--should frequently be used as follow-ups to reading aloud.
> 4. Children should be encouraged and motivated to increase their independent reading.

In Summary

Literature is a significant part of the total school curriculum. Each pupil needs to experience a quality children's literature curriculum. The reading curriculum needs to incorporate pupils developing proficiency in diverse

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[5]Carol J. Fisher and C. Ann Terry, Children's Language and the Language Arts. Second Edition. New York: McGraw-Hill Book Company, 1982, page 296.

word recognition skills, as well as in a variety of purposes involving comprehension. Also, quality literature needs adequate emphasis. Thus, concepts such as the setting of the story, characterization, plot, point of view, theme, irony of the situation, as well as satire need to be inherent in literature. Each pupil, however, needs to be ready to understand these concepts prior to their implementation in the literature curriculum. Learners individually need to attach interest, meaning, and purpose in ongoing activities and experiences.

Questions to Consider

1. Survey objectives for pupils to achieve in children's literature from teacher education textbooks in the language arts.
   (a) Which objectives are stated most frequently?
   (b) Which learning activities, do you believe, might guide pupils to achieve these relevant objectives (see a above)?
   (c) How would you evaluate to notice if pupils have achieved worthwhile goals?
2. Read five recent Caldecott and five recent Newbery award-winning library books. Which criteria would you utilize to appraise the quality of each book?
3. Discuss with elementary teachers, methods to use in stimulating learner interest in reading literature. Which methods are mentioned most frequently in the discussion?
4. How can you guide learners in personal and social development using bibliotherapy in children's literature?

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CHAPTER TWELVE

EVALUATION OF ACHIEVEMENT IN LANGUAGE ARTS

The teacher must be an effective evaluator of pupil achievement in the language arts. Thus, the teacher must have ample knowledge of each pupil's growth in achieving desired objectives. The language arts instructor should be able to assess present achievement levels of learners in listening, speaking, reading, and writing. Realistic objectives for learners to achieve may then be stated. Objectives should be attainable for each pupil. A further important task of the language arts teacher is to select those learning activities from which all pupils can benefit to their optimum. Last, but not least of all, the language arts instructor must be able to assess if appropriate appraisal procedures are being utilized.

> There are many ways to assess learner achievement in the different curriculum areas of the elementary school. Not all approaches to evaluating pupil achievement evaluate in the same facets of development. For example, using sociometric devices evaluates learners in social development. It does not assess pupils in general intellectual development. A standardized achievement test evaluates pupils in growth pertaining to different curriculum areas in the elementary school. It would not evaluate personal and social development of pupils. Thus, a variety of evaluation devices must be used to assess learners intellectually, socially, emotionally, and physically.[1]

Evaluating Pupils' Products

The teacher of language arts must be highly competent in assessing pupils' products in the language arts. A folder should be kept on each pupil pertaining

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[1]Marlow Ediger, Relevancy in the Elementary Curriculum. Kirksville, Missouri: Simpson Publishing Company, 1975, page 193.

to written products that have been presently completed as well as those which will be completed later on. The date of completion should be written on each finished product. Comparisons may then be made of earlier work of a child as compared to a presently completed product.

It is important for pupils to engage in an ample number of learning experiences involving creative writing. Comparisons might also be made then of a child's past and present achievement in creative writing. The teacher must answer questions such as the following when assessing an individual child's achievement in creative writing in comparing earlier with present progress:

1. Is the child expressing more of novelty and uniqueness in ideas?
2. Does it appear that the pupil has more confidence than formerly in expressing original ideas?
3. Is the child eager to participate in learning activities involving creative writing?
4. Does the child engage in creative writing during leisure time, inside or outside of the class setting?
5. Does the child have an inward desire in wanting to express ideas creatively?
6. Is the child accepting of creative products of other learners?
7. Does the child have a desire to share creative products with others?
8. Do parents give support in having their child express content in a creative manner?

It is of utmost importance to assess pupil progress in the area of creative writing. Creative thinking is a major goal for elementary school pupils to achieve. Improvements in society come about due to creative endeavors of

selected individuals. Thus, teachers, supervisors, and principals must think of important objectives, learning activities, and evaluation procedures in creative writing for pupils.

Tape-recordings of each pupil's achievement in oral communication could be dated and stored. Comparisons may then be made of learner achievement in oral communication of earlier with present performance. Pupils individually and with teacher guidance may evaluate their earlier with present achievement in the following speaking activities:

1. taking part in discussions.
2. presenting oral reports.
3. making introductions.
4. conducting interviews.
5. reading content orally.
6. participating in creative dramatizations.

Recording Pupil Achievement

Teachers should record pupil behavior to observe meaningful patterns. It is easy to forget individual pupil behavior unless it is recorded at regular intervals. Thus, a behavioral journal ultimately results with representative behavior recorded of each pupil. The following standards should be followed when writing entries of observed learner behavior:

1. Random behavior should be recorded and not unusual deeds and acts unless these are persistent behaviors.
2. Comments written should accurately describe observed behavior. Loaded or vague words should not be used.
3. Recorded behavior should only be used to help the teacher do a better

job of teaching.

Jarolimek[2] wrote the following involving anecdotal records in recording pupil behavior:

> An anecdotal record is a description of some incident or situation in the life of the child. A collection of such descriptions of pupil behavior kept over a period of time, therefore, provides the teacher with a documentary account of changes of behavior that have occurred or are in progress. It is another way of systematically recording observations. Anecdotal records should indicate the date and time of the incident, the circumstances under which it occurred, and an objective description of the situation. If an interpretation is made of the incident, it should be kept separate from the description of the actual happening. The following are six entries in one teacher's anecdotal record on a child.
>
> ANECDOTAL RECORD
>
> Sara Larsen
>
> 9/24 Difficulty in getting going in independent choice work; ignored all suggestions of activities. . . . "It's boring."
>
> 9/26 Found a fiction book related to unit for Sara. Read during work time. Took it home today.
>
> 9/27 Finished book . . . took suggestion to make a poster showing main characters.
>
> 10/1 Asked for time to show class the poster and to tell about the story.
>
> 10/2 Showed work. Talented artist. Received lots of compliments/support from classmates.
>
> 10/3 Sara asked for another book; suggested biography to her, plus suggested she do a map showing the area in which the person lived.

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[2]John Jarolimek, Social Studies in Elementary Education. Fifth Edition. New York: The Macmillan Company, 1977, page 353.

Rating Scales and Checklists

Behavior of individual pupils is recorded when rating scales and checklists are used. When using a rating scale, the teacher needs to write relevant behaviors pertaining to an ongoing unit of study in the language arts. The following ratings may be used as a basis for evaluation: "Excellent, Very Good, Average, Below Average, and Needs Improvement." Each child should be assessed in terms of his or her present achievement level. One pupil should definitely not be compared against other learners since individuals differ from each other in many ways such as in capacity, motivation, interests, achievement, and energy levels. The following are examples of behaviors pupils individually could be assessed in pertaining to an ongoing unit of study:

Name of pupil _____ Date _____

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1. The pupil can write one sentence correctly for each of five sentence patterns studied.	E	VG	AVG.	BA	NI
2. The pupil can expand a kernal sentence utilizing modification.					
3. The pupil can change a declarative sentence to an interrogative sentence.					

The teacher must remember that when rating scales are utilized to assess learner achievement, subjectivity is involved. For example, not every teacher assesses a pupil in the same way when sentences are written pertaining to different sentence patterns. Also, if rating scales are utilized by a teacher to assess pupils individually at later intervals, the evaluations will differ in

terms of perception. The teacher then might not have the same perception when evaluating a pupil from one time to the next. The teacher, of course, does not feel the same way from one evaluation session to a second evaluation session. Teachers do not feel the same way on Tuesday morning as compared to Friday afternoon.

When using checklists, the teacher must list relevant behaviors to evaluate pupils in an ongoing unit of study. The following are examples of behaviors that might be written on a checklist:

Name of pupil _____ Date _____

1. The pupil writes sentences correctly pertaining to the subject-predicate pattern.
2. The pupil expands sentences correctly using appositives.
3. The pupil varies sentence patterns in writing.

The teacher checks behaviors that pupils need more help in. It is difficult for a teacher to realize fully which specific behaviors pupils need more assistance in unless they are recorded. The teacher may then give pupils needed guidance to overcome deficiencies.

Guidelines to follow when developing and using checklists pertain to the following:

1. Relevant behaviors need to be written by the teacher or by pupils with teacher leadership.
2. Behaviors must be written clearly so that agreement exists as to what is being diagnosed.
3. Pupil behavior must be carefully observed to determine if more

appropriate learning activities are needed by pupils to overcome deficiencies.

4. The teacher might not have the same perception from one time to the next in evaluating each pupil in terms of recorded behaviors.

Dallmann[3] lists the following as possible evaluative procedures to check skill in locating information:

1. The boys and girls can answer questions on various parts of a book such as: (a) In what part of a book is the index found? (b) In what part of a book--the table of contents or the index--are the main entries arranged in alphabetical order?

2. The boys and girls can be timed as they find the beginning page of an entry in the table of contents or as they find the first page on which reference to an entry in the index is given.

3. The boys and girls can tell which word of a series would be the most likely one under which, in an index or encyclopedia, information to answer a given question would be found.

4. The pupils can be tested on ability to arrange letters and later words in alphabetical order. At first the arrangement of words in alphabetical order might deal only with lists of words in which the first letters are different. Later such lists could include words in which first letters of the words are alike and still later they could also include words in which the first and second, and still later, even subsequent letters are alike. The pupils can rewrite the letters or words in alphabetical order or they can number the words or letters in the right order.

5. The boys and girls can be checked on ability to select the meaning given for a word in a dictionary that fits into the context of the sentence in which the word is used.

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[3]Martha Dallmann, Teaching the Language Arts in the Elementary School. Third Edition. Dubuque, Iowa: Wm. C. Brown Company Publishers, 1976, pages 252 and 253.

Teacher Developed Tests

True-false, multiple-choice, matching, and completion items may not measure achievement as effectively in the language arts as compared to teacher observation of pupil achievement in functional writing situations. However, there are important learnings of pupils that can be measured through the use of teacher developed tests. Consider the following true-false item:

A verb is a word that can be changed from singular to plural in number.

This test item can aid in determining if pupils understand what a verb is. To be sure, pupils can guess the correct response to a true-false item. A true-false test needs to be of adequate length to randomly survey what pupils have learned. However, a true-false test can be too lengthy; thus tiredness and fatigue set in during the testing session. Pupils may then hurry in taking the test rather than concentrating in revealing what is truly known. Guessing in a true-false test can be minimized by using a correction factor, e.g., counting the number of correct responses minus one-half times the number of incorrect responses. True-false items should be clearly written so that pupils accurately interpret their content. Test items should be written on the present reading levels of learners. If the content is written at a highly complex level, test results may indicate how well a child reads rather than understandings achieved in a language arts unit.

Pupils have a more difficult time guessing correct answers in a multiple-choice test as compared to responding to true-false items. In multiple-choice items, all responses should be rational. Consider the following multiple-choice item:

Which of the following sentence patterns emphasizes the subject-predicate

pattern?

(a) Janice walks to school.
(b) The vase is colorful.
(c) Bill caught the cat.
(d) Jack gave Mike a dog.

Each of the four responses is reasonable in terms of being the correct response. Teachers, in some situations, have written three ridiculous responses together with one correct response in multiple-choice items. No doubt, most pupils then knew the correct response without appropriate learning experiences or study prior to taking the test. Each of the four responses in the multiple-choice test item above is of similar length. If the responses vary much in length, clues may be given to the test taker as to which is the correct response. Each of the responses is correct in terms of stating a complete sentence. Notice the following multiple-choice item which is incorrectly written; pupils could identify the correct response due to speaking or writing in standard English:

Henry Wadsworth Longfellow was a

(a) engineer on a train in the 1800's.
(b) famous American poet.
(c) interested in inventions.
(d) agricultural and forestry specialist.

In this multiple-choice test item, response "b" only, would be grammatically correct. Each response in a multiple-choice test item should be correct grammatically when it is matched with the stem.

Completion items may guide in evaluating pupil achievement. Relevant learnings should be emphasized in completion tests. The completion items should be written on the reading levels of pupils. Adequate information needs to be contained in an item so that meaningful responses on the part of pupils might result. The following completion item lacks content as to its meaning:

_____ and _____ are _____ in _____.

Thus, the teacher needs to write meaningful test items. Consider the following which gives pupils needed information to successfully complete the required blank:

A _____ contains two lines of rhymed verse of poetry.

Each blank should be the same length in a completion test so that clues are not given as to correct responses due to length of blanks. The correct answers to the blanks in completion items could be written either to the left or in the right hand margin. This makes for ease in scoring the test. The content of the test should be on the reading level of pupils. The purpose of the test is to assess pupil understandings acquired rather than measure reading achievement.

Matching tests can aid in determining pupil achievement. Items in a matching test should be homogeneous. Homogeneous items involve assessing pupils in content which deals with one topic. Notice the following items in a matching test:

_____	1. free verse	a.	shaped like a diamond
_____	2. limerick	b.	two lines of rhymed verse
_____	3. quatrain	c.	contains five lines in the poem
_____	4. haiku	d.	based on the number of syllables per line
_____	5. couplet	e.	rhyming is not necessary
		f.	contains four lines of rhymed verse

All the items above pertain to the writing of poetry. Validity in testing is important. Thus, pupils are being tested over what they have had opportunity to learn. Learners should not be tested over content that has not been taught. Pupils should do equally well if the same test were taken over again with no opportunity to study inherent related content. The latter generalization is stated to indicate the importance of consistency of results when taking a test; thus, the concept of reliability is important in developing and writing test items.

In writing matching items, the following standards should be followed:

(a) More responses should be written in one column as compared to the second column. The process of elimination then may not be used when pupils respond to the final items in a matching test.

(b) It is important to have responses in one column which are short in length. Pupils might have a difficult time in making needed responses if column one having lengthy sentences is matched with column two also having lengthy sentences.

In the matching test on poetry, pupils are being evaluated in identifying different kinds of poetry. Better it is, to be sure, if pupils can write meaningful poetry which they enjoy and sense purpose in writing.

Using Essay Tests

Pupils can be evaluated in language arts achievement through the use of essay tests. Learners need to have an adequately developed writing vocabulary, however, to reveal desired understandings, skills, and attitudes in an essay test. When essay tests are utilized to evaluate pupil achievement in the language arts, the following criteria should be followed:

1. Approaches in testing as well as types of tests should be varied to provide for individual differences among children.
2. Pupils should sense purpose in the testing situation; that is, learners should desire to find out what they have or have not learned.
3. Testing should be diagnostic in determining specifically where pupils are experiencing difficulty. Learning activities should then be provided to remedy the deficiencies.
4. Teachers should definitely not scold pupils based on perceived low test

results.

5. Testing situations should guide learners in developing an inward desire to learn.
6. Interest in learning should not be minimized or destroyed through testing.
7. Test items being responded to should be on the present achievement levels of pupils.

In using essay tests to assess pupil achievement, the test items should be clearly written and appropriately delimited. The following essay items are too broad and general with many interpretations as to their meaning:

1. Discuss poetry.
2. Write a story.

Essay items can be delimited by writing them in the following manner:

1. Write a haiku poem.
2. Write a setting for a story of your own choosing.

The teacher has a better chance of evaluating pupil achievement in acquired specific learnings if the test items are properly delimited rather than containing ambiguous statements. Essay items can be too delimited whereby strictly factual answers are required, as would be true of the following items:

1. List the different parts of speech of the English language.
2. Name five different sentence patterns discussed in class.

Responses in terms of content to essay items should be assessed separately from the mechanics of writing, such as spelling, handwriting, punctuation, and capitalization. The mechanics of writing are always secondary in importance to ideas expressed in writing.

Self Evaluation by the Teacher

The teacher needs to evaluate his own teaching frequently in the language arts curriculum. The teacher must then ask and answer questions such as the following pertaining to teaching the language arts:

1. Do I reward pupils in expressing creative ideas orally and in writing?
2. Are pupils stimulated adequately so that creative behavior is in evidence?
3. Do pupils enjoy learning experiences involving creative expression?
4. Are a variety of experiences available for pupils to express creative behavior such as in writing poetry, stories, and participating in dramatizations?
5. Are adequate opportunities available for pupils to make choices and decisions in the school/class setting?
6. Is teacher-pupil planning utilized in determining objectives, learning experiences, and evaluation procedures?
7. Do I encourage pupils to evaluate their own achievement in the language arts?
8. Is a good reading readiness program in evidence for kindergarten and first grade pupils?
9. Are learning experiences adequately individualized in the class setting?
10. Are adequate attempts made to determine present achievement levels of each learner?
11. Are conferences conducted frequently to truly determine each child's interests, needs, and aspirations?

12. Is the reading program organized to provide for diverse interests and goals which learners have?
13. Do pupils engage in realistic and meaningful experiences rather than emphasizing rote learning and memorization?
14. Is adequate emphasis being placed upon pupils being actively involved in ongoing learning activities?
15. Are pupils permitted to make decisions in terms of what is to be studied?
16. Can pupils utilize what has been learned previously?
17. Are pupils developing appropriate skills in working together well with others?

Thus, the teacher of language arts must be a good evaluator of pupil achievement in the language arts. The teacher must also be a good assessor of personal strengths and weaknesses in teaching the language arts. Individual differences among pupils must be provided for in a modern program of language arts in the elementary school.

In Summary

A critical task of the language arts instructor is evaluation. Pupil products in the language arts must be continuously assessed in order that continuous progress might be in evidence. Achievement of pupils must be recorded periodically so that a pattern of behavior on the part of each child may be observed. Also, the teacher can notice more effectively which pupils need increased guidance and assistance in achieving desired objectives. Teacher made tests might aid in determining learner achievement in the language arts. Based on diagnosis then, the teacher may guide learners to

realize desired objectives as a result of teaching and learning. The language arts teacher certainly must continuously evaluate his or her own teaching to provide for pupil optimum achievement.

Questions and Problems for Consideration

1. In your own thinking, how can pupil achievement in the language arts be effectively evaluated?
2. Visit an elementary school classroom in operation; what procedures is the teacher utilizing to assess learner achievement?
3. Read several chapters on evaluation of pupil achievement from several college or university textbooks on the teaching of language arts.
   (a) Which techniques of evaluation are discussed most frequently?
   (b) What are the strengths and weaknesses of each technique discussed?
   (c) Which techniques of assessing pupil achievement are mentioned least frequently? Why?
4. Consult a city school or state curriculum guide.
   (a) Assess each evaluation technique that is listed in terms of strengths and weaknesses.
   (b) How do the evaluation techniques relate to the stated objectives in the curriculum guide?
   (c) In your opinion, do the learning activities in the curriculum guide pertaining to language arts meet standards such as the following:
      1. Provision is made for individual differences.
      2. The interests of pupils are strongly considered.

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